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A curriculum guide on kindergarten education is presented. Sections include the child, the teacher, the room, the kindergarten day, and the curriculum.

The physical, emotional, social, and mental growth and development characteristics of the child, plus principles for group and individual guidance of the timid and aggressive child are given. Qualities of a good teacher are also listed.

The room should provide an environment for learning, and should have both indoor and outdoor equipment and supplies. Play, work, snack and rest periods should be included in the kindergarten day.

Curriculum areas discussed are (1) the natural and social sciences and (2) the creative arts which include music, art, and language arts.

The appendix contains a list of games and songs; a bibliography is also included.

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KINDERGARTEN GUIDEBOOK

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KINDERGARTEN GUIDEBOOK

Prepared by a State Kindergarten Committee

under the

Supervision of

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and

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STATE OF COLORADO

1876

OFFICE OF INSTRUCTIONAL SERVICES

Leo P. Black, Assistant Commissioner

Clifford F. S. Bebell, Director, Elementary and Secondary Education

Socrates to Adeimantus:

"Well, and don't you know that in every task the most important thing is the beginning, and especially when you have to deal with anything young and tender?"

—Plato, *The Republic*

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This publication, KINDERGARTEN GUIDEBOOK, is the culmination of more than a year's work, largely of kindergarten teachers, supervisors, and coordinators in Colorado schools. Special committees from the various Childhood Education Asociation branches in the state produced these curriculum materials for young children. A number of people not mentioned by name have also contributed ideas and suggestions. Because this Guidebook has been done largely by kindergarten teachers for kindergarten teachers, we feel that it will be used widely and make a distinct contribution to the improvement of the total school program.

This production has been ably directed by Lucile H. Latting, Elementary Consultant in the State Department of Education, and Bertha L. Stephens, Kindergarten Primary Supervisor in the Denver Public Schools. Grateful appreciation is also extended to Eunice R. Brubaker and Ruth Hardiman of the Denver Public Schools, who did much of the editing, and to the United States Office of Education personnel, particularly Dr. Lillian L. Gore, Specialist in Early Childhood Education, who reviewed all of the materials, and to Mrs. Winona Graham, State President of the Association of Childhood Education.

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The following schools submitted a fine collection of kindergarten pictures from which selections were made for the Guidebook:

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Leadville
Littleton
Meeker
Pueblo
Rangely
Sterling

JOHN H. SWENSON
Acting Commissioner of Education

AN APPRECIATION

The material in this guide has been prepared for the use of kindergarten teachers in the State of Colorado. It is hoped that the suggestions it contains will help teachers to make kindergarten a more rewarding experience for young children.

We are especially indebted to the State Association for Childhood Education and the State Department of Education. The Association for Childhood Education is continually concerned with the growth and education of children. This concern was evident when the group appointed a committee on kindergarten education. From this committee came the desire to produce a kindergarten guide.

The State Department of Education, realizing that a kindergarten program is basic to any school system, assumed the responsibility of publishing and distributing this guide.

The Denver Public Schools were happy to share in this effort by releasing teachers from their regular responsibilities to contribute to this project.

Those teachers and staff members who worked on the preparation of this guide spent many hours in study, research, writing, and rewriting. To each of these persons who had any part in its development, we extend our sincere thanks.

KENNETH E. OBERHOLTZER
Superintendent of Schools, Denver

FOREWORD

As a contribution to the further development of kindergarten programs and to the improvement of kindergarten education throughout Colorado, the State Department of Education presents this Kindergarten Guidebook in cooperation with the Kindergarten Committee of the Colorado Childhood Education Association.

More than ninety school districts with kindergartens in Colorado, serving approximately 60 per cent of the eligible kindergarten children, are now in existence. Increased interest among parents in the education of the young child, the rising birth rate, the inclusion of kindergarten children in average daily attendance, and the reorganization of many school districts with a more adequate school program are among the factors greatly contributing to the expanded kindergarten program.

All children should have an opportunity for a kindergarten education since it is an integral part of the elementary school and not a pre-school class. Every activity worth having in the kindergarten is continued with greater depth and complexity throughout the elementary and high school years. The 1959 platform of the American Association of School Administrators states: "In view of the need for constantly improving the quality of public education at every point, the Association reaffirms its belief that the kindergarten level is an essential and integral part of the community educational program."

Children's learnings in the kindergarten are fundamental, basic to later learnings. Kindergarten boys and girls have busy minds. They are ready to learn things that are suitable for them to learn. Their learnings at this age will be of first quality if the program, under the teacher's guidance, is flexible and rich in first-hand experiences with many opportunities for active work, play, experimentation, and conversation. The kindergarten has the responsibility of ensuring that the child grows and develops at the maximum possible rate in every area for him. Through a challenging environment, his intellectual, social, emotional, and physical progress are developed. In this developmental process many phases of readiness will be reached.

Attention is now being turned to ways in which the kindergarten program may be made better for children. As a guide for the teacher in curriculum and methods, in understanding the child, in seeking a better educational and physical environment, in working with parents, in resource materials, we trust that new and broadened vistas will be opened through this publication.

LEO P. BLACK, *Assistant Commissioner*

Office of Instructional Services

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WE BELIEVE

WE BELIEVE the kindergarten should provide an atmosphere in which each child may succeed.

We accept the following principles of childhood development—	therefore, we
All phases of a child's growth should be considered.	consider his intellectual, social, physical and emotional development
	his past, present and future development
	the different roles he plays in his environment
Each child has basic needs for love, security, acceptance, belonging, and recognition.	help him to feel that he is wanted
	help him to feel that his contributions are important
Growth is influenced by heredity and environment, and the interaction of the child with his environment.	accept the child as he is
	recognize the differences in experiential background
	provide a varied program built around the child's needs
Growth continues but goes on at varying rates of speed.	recognize differences in ability and maturity
	challenge each child to grow as much as he is able
Growth follows an orderly sequence, each step being built upon the previous one.	guide each child step by step, providing him with the necessary experiences at each level.

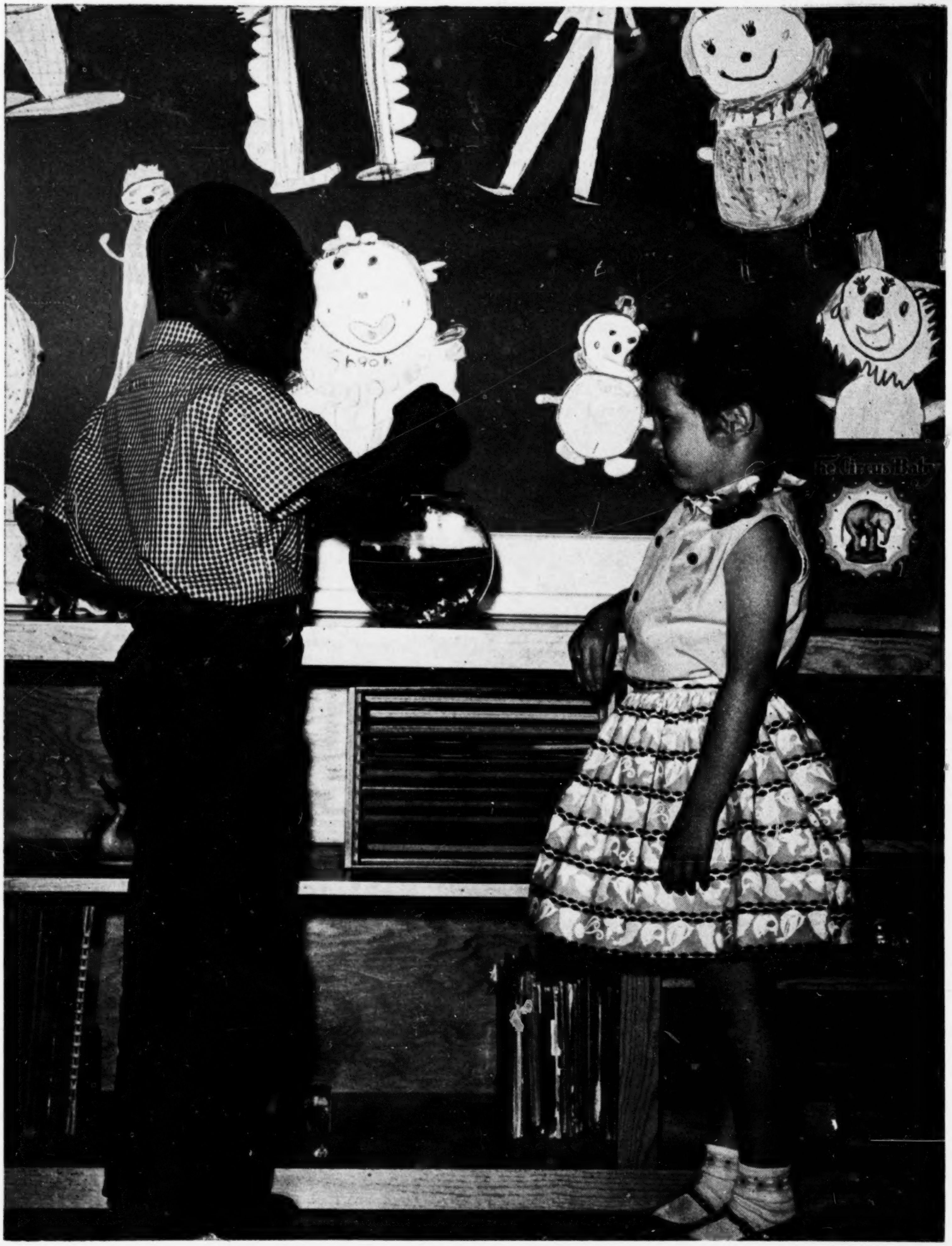
WE BELIEVE the kindergarten should provide satisfying experiences in group living.

We recognize the importance of the following democratic principles—	therefore, we provide
Democracy is sensitive to the dignity and worth of human personality.	opportunities for developing self-confidence, self-respect and self-reliance developing interests and abilities having the satisfaction of being a leader as well as a follower appreciating individual contributions to the group
Democracy implies responsibility for the welfare of the group	variety of firsthand experiences with many phases of group living setting up and evaluating group standards assuming responsibility for different jobs in the room opportunities to develop knowledge, skills, and wholesome attitudes toward group living
Democracy guarantees certain rights and with these rights come responsibilities.	opportunities to make choices and to direct oneself within the framework of the program responsibilities on the basis of capacity

Democracy accepts change as inevitable and desirable.	opportunities to meet new situations with satisfaction and success experiences for critical thinking, identifying problems, planning, carrying out plans, and evaluating activities that encourage creative thinking and expression

WE BELIEVE the kindergarten should provide many interesting experiences cutting across subject matter areas.

We recognize the following characteristics of the kindergarten child—	therefore, we provide
He is curious.	opportunities to explore, investigate, experiment, manipulate, observe, discuss, listen
He needs large muscle activity.	experience with playground equipment, blocks, sand, workbench, playhouse, and materials in the natural environment
He is eager to imitate.	opportunities to observe and dramatize examples of good speech, voice quality, and usage opportunities to observe and practice courtesy and consideration for others.
He wants to communicate with others.	time to talk informally, discuss experiences, play, dramatize, listen
He craves creative expressions.	freedom to interpret his ideas through art, music, poetry, stories, dramatic play, and rhythms
He enjoys experimentation and manipulation. He wants to learn.	opportunity and time to experiment and manipulate a variety of objects and materials.
He learns with his whole body.	various ways of learning with each experience, such as seeing, hearing, feeling, smelling, tasting, and through combinations of these
He learns by doing.	opportunities to participate in planning and carrying out experiences opportunities to solve problems at his level of maturity
He is gregarious.	experiences in working and playing with others taking turns sharing possessions and experiences recognizing and following rules respecting the rights of others



. . . AND BOTH ARE FIVE

GROWTH AND DEVELOPMENTAL CHARACTERISTICS OF THE KINDERGARTEN CHILD

Child development takes into consideration the fact that all growth—physical, emotional, social, and mental—is continuous and follows an orderly sequence but goes on at varying rates of speed. There is a gradual transition from one period to another with considerable overlapping from one growth phase to the next. Growth is cumulative—each stage of development influences what follows. Just as the rate of growth varies at different ages, so development does not occur at the same rate for all children. There are marked differences among children at every level. It is important that expectations or standards be based on individual differences. Different phases of growth are interrelated. Children do not grow in separate parts. Experiences and learnings in one area of development reinforce experiences in other areas.

In order to get a true picture of any kindergarten child, it is important to study the growth characteristics of several age levels, particularly ages four, five and six. This is necessary to determine the characteristics of the immature, average and mature child.

The following list of characteristics of kindergarten age children may be helpful in analyzing the level of development of each child. Girls usually develop faster than boys.

Physically, the kindergarten child

- is growing more slowly than in earlier years
- has tremendous drive for physical activity—running, jumping, tumbling, pushing, pulling, lifting, carrying, balancing, digging.
- is quiet for only short periods of time
- needs frequent change in activity
- enjoys games with plenty movement
- is full of activity but fatigues easily
- has good motor control, but generally small muscles are less developed than large ones; often dawdles because of muscular immaturity; may do well in one motor skill and not in another.
- has usually developed hand preference by end of kindergarten
- is usually not ready for book reading due to far-sightedness; still has difficulty in focusing eyes sharply on object
- is susceptible to communicable diseases and the common cold, but tends to build up an immunity during his first year in school.

Emotionally, the kindergarten child

- gauges his success or failure in terms of what the adult seems to expect of him
- needs a sense of belonging
- responds to praise and encouragement and consistent direction
- searches for trust, fairness, and definite standards
- gains a feeling of security from definite routine
- needs to live in a reasonably predictable world.
- is growing in emotional stability and usually accepts punishment without resentment, but does not always accept opposition without sulking or crying

- may begin to show rivalry as he develops a self concept
- has a strong emotional link with the home
- may allow the emotional tone of the morning to govern the entire day
- is prone to show fear of the new and unusual
- is not always able to distinguish right from wrong by adult standards
- is amused by humorous incidents and situations; boys laugh aloud a lot, girls smile; sense of humor is constantly growing
- is serious and businesslike in play activities.

Boys are more emotionally intense than girls. The most commonly observed emotion in kindergarten children is anger aroused by interference with possessions, plans and purposes. In general boys are more quarrelsome than girls.

Socially, the kindergarten child

- seeks companionship of other children and is anxious to gain group approval
- plays best in groups of two to seven children
- is protective toward playmates and siblings
- is interested in household activities
- needs adult help in learning to share materials and taking turns
- is not able to work and play without constant approval
- is not concerned with adult prejudices
- is willing and eager to assume responsibility within his level of maturity, but does not always assume responsibility for care of personal belongings
- chooses friends by acceptable behavior
- is self-centered
- is a great talker
- is learning to listen purposefully and without interruption.

Boys are more often concerned with causes and girls with social relationships.

Mentally, the kindergarten child

- is active, eager, interested, curious
- learns by doing, experiencing, observing, questioning, imitating, examining, exploring and investigating
- derives satisfaction from the doing rather than the product
- is eager to learn but not ready for formal abstract work
- shows interest in the here and now—cannot always distinguish between fact and fancy
- has a short attention and interest span
- is interested in stories and books; has difficulty distinguishing between fantasy and reality
- likes to be read to
- clarifies understanding of relationships through dramatic play, art, movement and construction
- demonstrates that language is his most efficient tool
- is adept in telling fairly long stories in their sequence
- like to draw objects to demonstrate what he's telling (beginning to draw realistically)
- is growing in ability to think things through
- is solving simple problems
- like to finish what is started; puts away toys in an orderly fashion
- can carry play from one day to another.

Learning is going on all the time. Moments of wonder are his—we cannot fathom "the depths of wonder" which a child may experience.

GUIDING THE YOUNG CHILD*

A permissive (relaxed) atmosphere provides the emotional climate conducive to learning, to expressing creatively and to developing self-control. Such an atomsphere may serve a wholesome therapeutic function for children who have previously developed inhibitions, tensions, and immature behavior patterns. Guidance based on individual needs, interests, and abilities fosters initiative and resourcefulness (self-direction). Such guidance is formative (develops rather than trains), and learning is integrated and internalized and becomes a part of the whole person.

Phychiatrists agree that the goals of child development are responsibility for self and respect for the rights of others. A child cannot be forced to grow. We can only guide his growth with love, patience, understanding, and encouragement and the provision of challenging learning experiences. We can encourage growth by making good behavior possible and satisfying; by helping the child understand what is expected of him, expecting at a level within his reach, and having the insight to know when to lend a hand.

Kindergarten children range in their response to authority from completely submissive to actively antagonistic. In order to gain cooperation, behavior change must be accompanied by a change in attitude. The object of discipline is (growth toward) self-discipline. Discipline that works is positive, constructive, cooperative, and preventive. The teacher can often anticipate and insure conditions for right action, so that the children can acquire competence through their own efforts.

Children are happier and more secure with some limitations than with complete freedom. Limitations on individual freedom are sometimes required for the good of the individual as well as for the good of the group (democracy). Growth toward self-discipline develops as children learn that certain freedoms (privileges) carry related responsibilities.

The teacher who remembers that it requires time and guidance to develop knowledge, values, self-discipline, and responsibility will be reasonably consistent, patiently persistent, and sometimes gently, but firmly, insistent.

Group Guidance

Respect for others is a requisite attitude in the development of good school habits. During the gradual and often extremely slow growth of this concept, it may be desirable to use more direct methods for developing the most necessary habits—because of the expediency of the situation. As the teacher plans for the guidance of the group as a whole, she will want to keep the following points in mind:

A few definite rules for large groups of children just beginning kindergarten, who are unable as yet to set up standards of their own, are important for helping to insure a happy emotional climate for the group.

Limiting the number of children for each activity has proved to be a successful technique for preventing problems.

Standards should be set up and explained for each activity as it is introduced. Keeping these positive, making sure they are understood by all, and maintaining them consistently gives a feeling of security and gains cooperation.

Practice in taking turns can be very important for preventing confusion and antagonisms.

Meeting problems is important because it is only as problems are faced honestly, squarely, and objectively that needs are recognized; conflicts, tensions, and fears understood and resolved; new insights developed; impetus for further growth received; and creativity fostered.

Children respond well to opportunities to help plan the day's program, to set their own standards, prepare for class activities, and evaluate and solve their own problems.

Attitudes become more confident and expectant as problems are analyzed and solved by the experimental approach rather than being met by stereotyped habits and routines. Learning carries over, is internalized, and is formative.

---

*Adapted from—
Hefferman, Helen. *Guiding the Young Child*. Boston: D. C. Heath, 1959. Chapter XIII, "*Helping Children in Personal-Social Adjustments*," pp. 201-220.

Rules for using property belonging to another, only with the owner's permission, may save a great deal of trouble.

Safety rules are an absolute necessity, and must often be made, prescribed, and enforced by the teacher herself long before the children can see a reason for them. Care should always be taken to help the children understand such rules and the reasons for their importance, but in this one instance the observation of rules must often precede their comprehension.

A variety of activities give opportunity for all children to participate in cooperative group activities.

Classroom rules and organzation must be altered to meet unusual or changing situations.

Sincere and constructive evaluation of group plans is an important part of group activity.

Individual Guidance

Children vary greatly in their readiness for successful group participation. In any kindergarten there are likely to be a number of children who need special attention. However a child shows his unreadiness for school—physical handicaps, aggressiveness, withdrawal, dispractability, irresponsibility, etc.—there will be underlying causes. As the teacher studies individual children with problems she will need to be alert to trying new ways of working with them.

Two behavior types which cause greatest concern for most teachers are the aggressive child and the overly timid child. While there can be no set of techniques which work with all children, the following have been used with success by many teachers.

The Timid Child

Teach specific skills and information to timid children before they are presented to the group. This provides an incentive for group approval and the child's increased participation.

Allow few irregularities in routine. Consistency increases the shy child's security in the school situation.

Express appreciation of the child's effort frequently.

Convey expressions of affection privately in order not to increase the child's embarrassment and confusion.

Direct group approval toward the child's efforts whenever possible. This can be done casually by a simple statement from the teacher or by soliciting a comment from the group.

Find opportunities for tasks involving the cooperation of another child. This can be done by giving the shy child first choice of the most intriguing materials and there will be several volunteers eager to work with him.

Limit group choices to a small group of unaggressive children on certain days.

Sanction the quiet child's use of a coveted toy from time to time. First choice offered to the shy child often affects the group's response to him.

Verbally encourage the shy child's claim to materials.

Provide an environment rich in materials which suggest ideas. Participation in group play can often be brought about by material or toys vital to an activity.

Give actual help in getting tangible results when needed by the shy child.

Interpret other children's behavior verbally.

Increase confidence and participation by grouping the timid child with younger children.

Encourage parents to prepare the child for interest areas to be covered at school.

Encourage parents to visit school in order to acquire a better understanding of children's activities at school.

Set realistic standards and expectations.

Allow the shy child more time for routines and new activities.

The Aggressive Child

Give approval and attention freely for cooperation or integrative behavior which the child shows. Whenever possible minimize reaction to aggressive behavior which arises from the child's need for adult response and reassurance.

Arrange situations in which success is dependent on cooperation.

Allow more use of materials by aggressive children.

Make available more space for these children.

Substitute verbal techniques for hitting, pushing and grabbing. "You take it now and then it's her turn."

Grouping with older children is found to be helpful. An older more capable group will discipline the aggressive child's behavior more quickly and effectively than his own age group. However, if emotional factors of insecurity are present, placement in such a group may increase the child's personal problems.

Separating the child from the group, although accepting and reassuring him individually, is sometimes needed. If the adult exhibits anger and aggression this technique may increase the child's feeling of hostility.

Minimize unnecessary restrictions.

Increase independence and more impersonal routine.

Lift the level of control.

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. . . AND SHE HAS UNDERSTANDING

THE TEACHER

Though I teach with the skill

Of the finest teachers

And have not understanding,

I am become only a clever speaker and charming entertainer.

And though I understand all techniques and all methods;

And though I have much training

So that I feel quite competent,

But have no understanding of the way my pupils think and feel,

It is not enough.

When we have understanding

Then our efforts will become creative

And our influence will live forever

In the lives of our pupils.

The teacher is an extremely important influence in the life of each child. To a great extent she determines the child's attitude toward school. The attitude developed in kindergarten may affect not only his initial adjustment to school, but his whole approach to education. The attitude of the teacher is reflected in the attitude and actions of her pupils. She needs patience and self-control in order to remain calm and objective, even in the face of the most difficult situation.

Young children need to feel safe, secure and comfortable—"at home" in their kindergarten room. The teacher sets the tone of the classroom environment. The room itself is clean, cheerful, attractive and functional as her situation allows. A healthful emotional climate is created and maintained by an atmosphere that is warm, friendly, and relaxed (permissive) ; without tension, but with "controlled freedom" (democratic).

The teacher's personality is her most important asset, for it is the key to group control and is basic to both successful instruction and discipline. All the durable qualities of a well-rounded person, which are acquired and acquirable, count in teaching. However, certain characteristics are almost indispensable requisites for working successfully with young children.

Enthusiasm for the kindergarten program and its part in education as a whole is essential. Enthusiasm with children includes patience and interest in their projects. A teacher cannot be truly enthusiastic if she does not love her work and if she does not enjoy working with young children.

Imagination is a combination of intellectual alertness and feeling. Imagination heightens the understanding, and thus are born respect, sympathy and love. A teacher with imagination can perceive beauty in simple things, is filled with curiosity and wonder, and has a keen sense of appreciation. Her flexibility is evident not only in her philosophy, but in the way she arranges her classroom, plans her lessons, and schedules her time. Such a teacher is creative, for she adapts to individual interests and needs, and provides enriched experiences for her group.

A sense of humor is essential if a teacher is to overlook petty irritations and see values in the right perspective. A seemingly major crisis may sometimes be laughed into a minor one.

Empathy allows the teacher to accept each child as he is, understanding his needs, recognizing his interests, and appreciating his feelings. She realizes that frustrations or satisfactions of mental and emotional needs are reflected in behavior. Sensitive to each child as a "special" person, she knows when to encourage and when to give constructive criticism in order to help develop his own unique potentialities (succeed at his own level). She is a friend who shares joys, heartaches, discoveries, "growth"; who laughs *with*, not *at*—and thus she develops a feeling of mutual trust and respect.

Foresight and insight help in planning a sequence of experiences to meet the needs and interests of the group and each individual child. A varied, balanced and flexible program of activities, alternating active and quiet periods, prevents either over-stimulation or restlessness. The teacher recognizes the importance of quality in providing for individual differences—in time, space, materials, experiences, and feeling-tone. She is resourceful in her pre-planning, and in the techniques she applies to stimulate interest and motivate learning. Good control is largely the product of good teaching, which is dependent on planning and good organization.

Preparation for teaching is a continuous process, and self-improvement is always possible in both personal and professional growth. A teacher who is dedicated to her task will work to be qualified to the best of her ability, thus increasing her personal security and self-confidence. Teachers are not born—"They are made by experiences, by hard work, by the development of convictions, and through the guidance of others who are, themselves, true teachers."

Good working relations with other members of the staff fosters a better over-all picture of education. Sharing materials, equipment, responsibilities and duties leads toward unity in the building. A teacher must keep an open mind without unreasoning prejudices.

Good grooming is important for all teachers, and the kindergarten teacher often enhances hers with a bright scarf, nail polish, or colorful jewelry as gay colors are popular with children. Teachers of young children need a tremendous amount of physical and emotional stamina. Correct posture makes the day less tiring.

LEGAL REQUIREMENTS AND CERTIFICATION

SUGGESTED REQUIREMENTS FOR TEACHING IN THE KINDERGARTEN

In general, over the country, an approved four-year college curriculum in the kindergarten-primary area includes courses in education distributed as follows:

1. Introduction to Teaching .... 3 semester hours
2. Educational Psychology .... 3 semester hours
3. Thirty semester hours of approved courses in the area of kindergarten-primary education, including six to twelve semester hours of kindergarten-primary student teaching.

The kindergarten-primary courses required under "3" should be selected from the following approved list or equivalent courses, choosing definitely one of the first four.

Kindergarten-Primary Theory
Pre-School child
Child Psychology (Prerequisite General Psychology)
The Activity Program—Kindergarten-Primary Grades

Teaching of Art—Kindergarten-Primary Grades
Teaching of Music—Kindergarten-Primary Grades
Teaching of Health Education—Kindergarten-Primary Grades
Teaching of Language Arts—Kindergarten-Primary Grades
Teaching of Science—Kindergarten-Primary Grades
Teaching of Social Studies—Kindergarten-Primary Grades
Teaching of Arithmetic—Kindergarten-Primary Grades
Physical Education (Games and Play Activities)
Speech Problems

These courses are sometimes grouped into **Curriculum for Early Childhood**

The kindergarten teacher should complete courses in health, art and crafts, and music.

Electives

In order to provide a well-rounded experience in the pre-service program, the time available for the relatively free choice of students is greatly limited. Individual student needs for additional competencies can be met through student choice, with guidance. Professionalized subject matter may be secured through electives. Institutions are advised to proceed cautiously in expanding the required program so as to avoid complete elimination of electives in the period of pre-service education.

Guidance of Beginning Teachers

The pre-service institution and the employing school district should share responsibility for the guidance of the student's initial teaching experience. To insure that this initial teaching experience is well-oriented and rewarding requires close cooperation of superintendent, principal and supervisors. The strong influence of the administration on the educational program is reflected in the orientation given the new teacher and in the continuous guidance he receives.

TEACHER PREPARATION AND CERTIFICATION

Certification

Anyone holding a regular teaching certificate for the State of Colorado is eligible to teach in any grade in the state, including kindergarten. It is the responsibility of the local school boards to determine the specific preparation needed for teaching at any level. Teacher-education institutions set up definite requirements for majors in early childhood education.

Preparation

In general, a four-year curriculum leading to baccalaureate degree with from twenty-six to thirty-six semester hours in approved professional courses is recommended. These should include a majority of the following, with much actual participation in the kindergarten program: Supervised teaching in kindergarten, observation in kindergarten; childhood education, learning and behavior problems of young children, methods and procedures in pre-school education; home and family life, nutrition of young children; literature and story telling, music, arts and crafts; child psychology, mental hygiene, survey of education, speech correction, and audio-visual teaching.

It is of primary importance that the kindergarten teacher have a personality suitable for working with young children and be able to adjust herself easily to the community and work well with parents.

LEGAL REQUIREMENTS

Financial Support

While children under six years of age may not be counted on the school census, the school finance law passed by the 1952 General Assembly (Senate Bill 7, Section 5) provides that all regularly enrolled pupils under twenty-one years of age who have not completed the twelfth grade in any high school may be counted in the aggregate days of attendance. This means that kindergarten children may be counted in the aggregate days of attendance.

REGULATORY FACTORS DETERMINED BY THE LOCAL DISTRICT

Size of Group

At lower age levels care is needed to avoid the over-stimulation that results from large groups of young children. Kindergarten children can live together best in groups of around twenty-five. An unfortunate tendency today is to destroy the value of large kindergarten space by placing 40 to 45 or more children in such areas under the supervision of a teacher and an assistant. The double class may preserve the teacher-pupil ratio, but psychologically it is too large a group for the kindergarten. Some systems are forced into such a plan because of lack of classrooms. Here, wise planning and scheduling of groups with each teacher helps. Both teachers should be qualified kindergarten teachers. Multiple sessions have been necessary in some areas to meet crowded conditions. Kindergarten pupils are counted in Average Daily Attendance for State Aid and should receive their share of teaching personnel.

Some systems group children in kindergarten rooms according to age, as two or three months difference usually means more maturation and consequent ability growth. Teachers like having the older or younger kindergarteners in one room. Other schools use a mixed age grouping successfully.

Admission Age

There is no state law regulating admission age to the kindergarten. The age limitation is determined by the local district. There is a trend, however, to raise the age for admission as older children gain more from kindergarten experiences; thus the admission age in Colorado varies from "five by September 1 to five by December 1, or even January 1."

Registration before the opening of school is recommended and carried out in most districts, thus eliminating some confusion on the first day. Some schools also use staggered admission dates the first week, with small groups reporting each day until the full enrollment is reached.

Length of the School Day

The typical kindergarten is organized for a half-day, from two and one-half to three hours, although there are a few full day programs and even some multiple sessions of but two hours in length to accommodate greatly increased enrollments. A full day schedule requires more rest periods, with more outdoor activity and a well-balanced noon meal. Again there are no legal requirements for the length of the kindergarten day.

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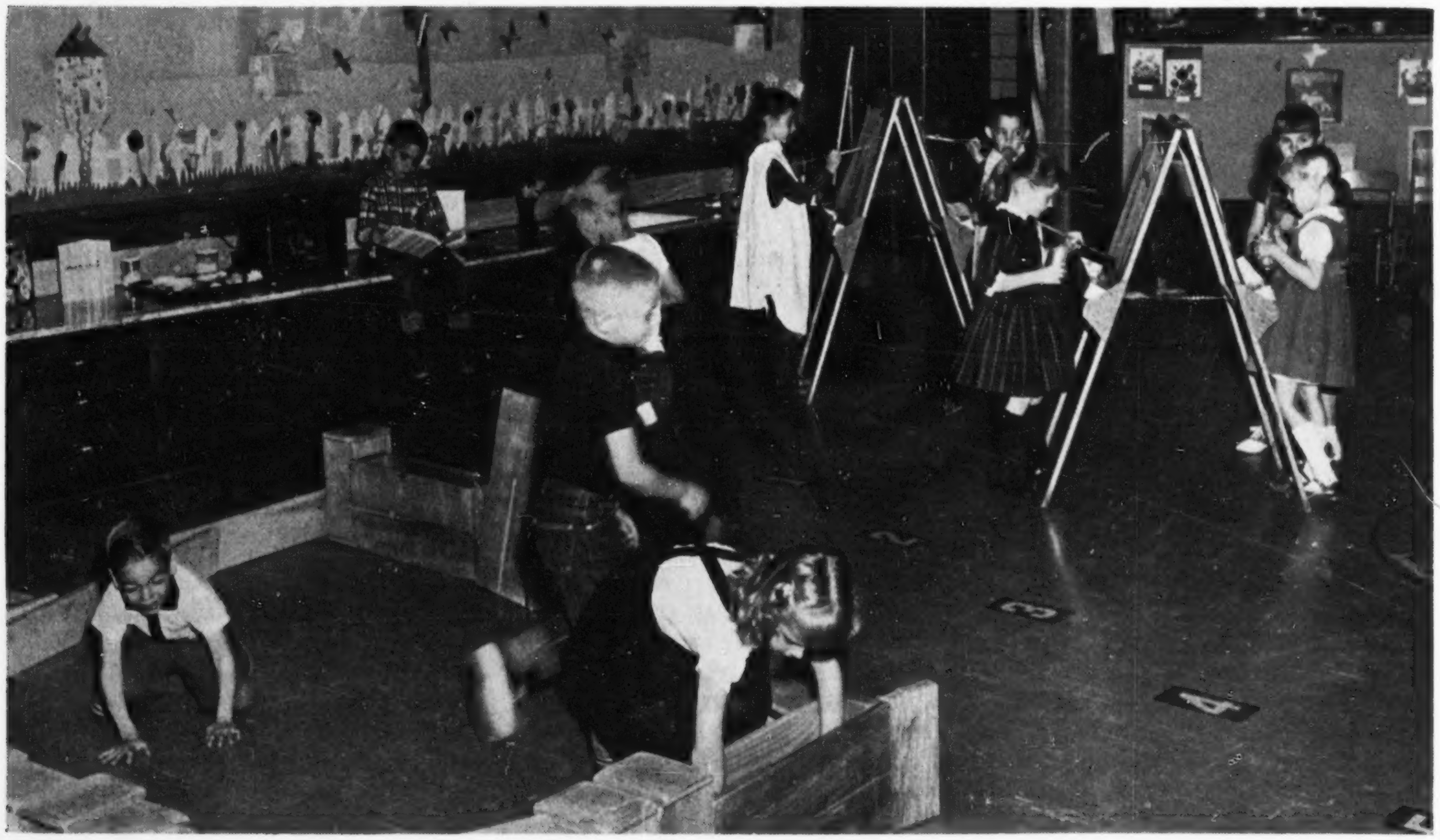

. . . AND THERE IS SPACE

THE ROOM

Providing an Environment for Learning

In a kindergarten where there is a good social climate

- the teacher sets the tone in terms of his philosophy
- ideas flow freely and there is wholesome, purposeful activity
- space and arrangement determine the naturalness and breadth of learning activities
- variety of equipment, materials and instructional aids available indicates the richness of experience made possible for children.

A kindergarten is meant to serve five and six year olds. They learn best through experiences that provide

- active participation
- exploration and extending of environment
- democratic group interaction
- many areas of interest
- direct science experiences
- dramatically real social science units
- opportunity to perfect gross motor control
- varied opportunities for creative activities
- experience in small muscle development
- opportunity to listen to well chosen expressions of literature, music and the sounds of the world about them.

Confined areas and lack of sufficient equipment tend to

- increase undesirable behavior
- restrain good psychological development
- make directed and semi-directed lessons predominate
- require more teacher control
- limit the curriculum

Housing for the Kindergarten

The most functional attribute needed in an educationally purposeful kindergarten is space. About 1,500 square feet of room floor space is thought to be most desirable for a kindergarten group of around 25 children. More space, although better in many ways, is not suggested because of the tendency to put more children in a room when the enrollment goes up. This in turn creates a less profitable learning situation for the individual children involved. The most flexible and easily supervised room seems to be one large area. An open alcove or two for playhouse, woodworking or literary use might be included.

To be an ideal kindergarten housing situation, the room should be on the first floor and have its own outside entrance. This will minimize the danger of fire, the use of stairs, and keep children away from the traffic in the main hall of the school. The kindergarten entrance should open directly on to an outdoor play space. If possible, this space should be separated from that used by other levels.

Floors with radiant heating are most satisfactory for kindergarten, but in case other heating must be used care should be taken to recess or cover the heating units.

A floor covering of battleship linoleum, vinyl or rubber tile is preferable, and does not take the upkeep of the more reasonable asphalt tile. (Thirty Colorado kindergarten teachers from various parts of the state agreed that they thought asphalt tile the least desirable type of floor, but because of the low initial cost, much of it is being used. They agreed that the custodial care necessary to keep these floors looking presentable could be more profitably used in other ways.)

While a pleasantly sunny room is desired, it is safer and saves the glare when windows are up about two and a half feet from the floor. The children can still see outside easily, the teacher can observe the outdoor play area, and the space below the windows can be used for valuable storage shelves. Windows for natural light and cross ventilation should be from both sides of the room. They should provide a balanced visual environment on all working tasks which helps children to work and play with comfort, speed and accuracy.

Things to keep in mind for easy functional use are:

Individual, open lockers near the entrance are best for storing children's clothing. A space for resting mats can be provided with the unit.

The toilet facilities should be easily accessible to both the room and the outdoor area.

A drinking fountain near the play area door makes it convenient for both indoor and outdoor players. (Drinking fountains connected to sinks have been found to make a congested spot.)

A large open floor space should always be available for group meetings near the piano for rhythms, dramatic play, social science units, games and large muscle equipment. This will be facilitated by grouping the minimum of tables and chairs in one area.

Indoor Equipment

In *Teaching the Kindergarten Child,* Hazel Lambert says, "Because individual children differ so widely in capacities, in rates of growth, in attitudes, in achievement, and in background, their play needs also differ widely. Materials for children's play must be provided in sufficient variety and quantity to take account of these differences and to exercise all the growing skills in the kindergartener."*

When purchasing equipment the size and shape of the room should be considered. The furniture should be comfortable and sturdy. Tables that can either be stacked or moved about with ease are more suitable to kindergarten needs than the long heavy tables formerly used. Blond or light-painted furniture is used. Light weight furniture is preferable so the children may help move it. Linoleum plastic makes the best surface for tables because of its durability and easy care.

Chairs should be of posture type with saddle seats and low enough for the child's feet to rest on the floor. There should be six or eight inches between the seat of the chair and the apron of the table to allow for leg room. This type of chair enables the teacher to establish good posture habits when children sit or work at the tables.

The following lists include basic items for every kindergarten:

Room and Room Furnishings

Posture type chairs (one for each child, 12" to 14")
Tables (24"x36" or 36" diameter. Height varies from 20" to 24")
  Include extra tables for library, science, displays, and the like.
Teacher's desk or table and chair.
Adult chairs (A few folding chairs for visitors)
Wastebaskets
Built-in cabinets and open shelves for storage (One or two portable units will lend themselves to a flexible arrangement.)
Lockers or hooks for wraps
Built-in counters and sink (paper towel holder and towels)
Bulletin board (Movable screens may be used as room dividers and as bulletin board space)
Chalk board, chalk and erasers (more bulletin board than chalk board)
Bookcase with slanting shelves
Clock
Drinking Fountain
Window shades and stick
Toilet facilities
Filing cabinet for records, pictures, and the like
Teacher's locker or cupboard located conveniently in the room

Supplies and Equipment for Housekeeping

Dust pans and brushes
Dust cloths
Chamois
Sponges
Clay bucket (garbage pail)
Soap and cleanser
Vases
Trays
Basins, pails, dipper
Brushes (scrub)

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*Lambert, Hazel M., *Teaching The Kindergarten Child.* New York, Harcourt, Brace & Co., Inc., p. 173.

Health and First Aid

- First aid cabinet, stocked in accordance with first aid regulations
- Cleansing tissues
- Soap, paper towels, and toilet tissue
- Soda straws
- Paper cups
- Paper napkins

Dramatic Play

Playhouse

- Dolls and doll clothes
- Doll bed and bedding
- Chest of drawers
- Table and chairs
- Cupboard, dishes, cooking utensils, and silverware
- Stove
- Sink
- Rocking chair
- Ironing board and laundry set
- Telephones
- Cleaning tools
- Doll carriage
- Dress up box
- Screens for playhouse or room dividers

(It is not necessary to have all articles in the playhouse at one time. Many articles can be constructed.)

Blocks and block building

- Large building blocks and boards
- Unit floor blocks
- Animals—wood, rubber, plastic
- People—wood, rubber, plastic
- Wheel toys—boats, planes, tractors, trains, trucks
- Cash register, scales
- Telephones
- Baskets

Manipulative Materials

- Beads (large colored, plastic or wooden) and shoe strings
- Pegs (large) and peg boards (10" x 10")
- Dominoes (large) (also, picture)
- Lotto games (bird, flower, fruit, and the like)
- Parquetry blocks
- See-Ques (series 4 or 6)
- Puzzles (Judy, Sifo, and the like)
- Snap blox
- Tinkertoys

Science Materials

- Magnet
- Compass
- Magnifying glass
- Pulleys
- Thermometer
- Scales
- Mirror
- Prism
- Clock
- Weather vane
- Barometer
- Watering pot
- Bicycle pump
- Straws
- Loop wires
- Jars (various sizes)
- Dip net
- Aquarium
- Pet cage
- Flower pots
- Insect cage
- Soft rubber hose
- Kaleidoscope

Music Equipment

- Piano and bench
- Record player and records (see music section)
- Rhythm instruments
- Song and rhythm books
- Bells (resonator, Swiss, or song)

Language Arts Equipment

- Books
- Picture collections
- Flannel board
- Simple puppets
- Tell-a-Story figures
- Access to projector, screen, films and film strips
- Access to tape recorder

Arts and Crafts Materials

- Paper
  - Newsprint, plain (9"x12", 12"x18", 18"x24")
  - Poster, all colors (9"x12", 18"x24")
  - Finger paint
  - Manila
  - Construction, all colors
  - Crepe
  - Wrapping (access to roll)
  - Tag boards (9"x12", 3"x24")

- Scissors (5" blunt)
- Crayons, eight colors (7/16" x 4")
- Paste (gallon jars)
- Paste jars
- Butter boats
- Clay pail
- Clay, moist
- Easels, double, with trays for holding paint
- Easel clips
- Paint (opaque water, finger, enamel)
- Paint brushes (½" for easel)
- Paint brushes (1½" for enamel)

- Stationery supplies
  - Paper clips
  - Paper fasteners
  - Paper punch
  - Staplers and staples
  - Thumb tacks
  - Felt pen
  - Yardstick and ruler
  - School stationery
  - Paper cutter
  - Pins
  - Rubber bands
  - Scotch tape
  - Masking tape
  - Scissors (10" for teacher)
  - Scotch mending tape (for books)
  - Pencils
  - String

- Sewing
  - Cloth, soft cotton (paper muslin, unbleached muslin)
  - Large eye needles
  - Yarn and thread (No. 40, cotton knitting, mercerized pearl)
  - Cotton

Wood construction

- Workbench or workhorse
- Saw, crosscut 16"
- Hammer, 7 oz., claw
- Vice or C clamp
- Screwdriver
- Sandpaper
- Nails (¾" box, 2D and 6D)
- Lumber, soft pine scraps
- Ruler
- Pencils
- Plyers

Special materials for holidays

- Glue
- Glitter
- Sequins
- Feather fringe
- Floral foil
- Paperback foil
- Styrafoam
- Aluminum foil

Outdoor Play Needs

The outdoor area for the kindergarten should be somewhat set aside from the rest of the playground facilities. A fence around the kindergarten section is good in several ways. It helps with the feeling, "This is where we belong." It protects the equipment, and it assures play undominated by older children. (See section on Play Periods.) A covered area provides another valuable type of activity space.

The most essential equipment should be easily available:

- Jungle gym or climbing fence
- Wooden ladders with cleats (4 and 5 feet long)
- Planks—heavy and of various lengths
- Logs
- Rings
- Hollow blocks
- Jump ropes
- Beanbags
- Tools for sand and garden
- Barrels
- Tires
- Canvas pieces
- Hose pieces

It is desirable to provide convenient storage space for movable outdoor equipment. This may be an indoor closet near the entrance or an outdoor shelter which can be locked.

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THE KINDERGARTEN DAY

A regular daily schedule is necessary as the framework around which kindergarten activities are built. It helps children feel more secure and to become more self-directing. It aids the teacher in maintaining a well-rounded and balanced program for the children's development and growth.

The schedule should be flexible enough to allow for extended activity when the interest is high or to permit the use of unexpected opportunities. Yet, there should be sufficient routine to give the children a sense of security in knowing what to expect and how fast or slow to work.

Because of limited space and a very large enrollment, some schools find it necessary to accommodate more than the regular two groups in a kindergarten room. Whenever possible it is better to shorten the kindergarten session to two hours in order to keep groups small. Efforts to maintain a 2½ to 3 hour session by crowding fifty to sixty children into one group with two teachers in the same room, result in tensions and over-stimulation. Multiple kindergarten schedules are also preferable to using auditorium, lunch room, or library for kindergarten classrooms.

Whatever the length of the kindergarten day all areas of the kindergarten curiculum should be included. Scheduling in large blocks of time makes this possible. The teachers in one school system in Colorado use the following suggested percentages in planning the kindergarten day:

Language arts 14%

Stories, poems, rhymes
Books
Dramatization
Creative expression

Opening period 13%

Show and tell
Conversation
Attendance

Work period 30%

Planning
Working
Cleaning up
Evaluating

Music 20 %

Singing experiences
Rhythmic experiences
Creative experiences
Listening experiences

Outdoor or indoor play 10%

Lavatory, rest, snack 13%

Many factors are involved in building a program for kindergarten:

- the length of the school day
- the size of the class
- the physical needs of the particular group of children for outdoor play, rest, toilet periods, and snack
- the teacher's personality
- the season and time of the year
- the age, maturity and interests of the children
- the routine of the school plant
- the locality of the school
- the physical arrangement of the kindergarten rooms, yard, space, and equipment

A SUGGESTED SCHEDULE

Approximate distribution of time	Children's Activities	Teacher's Activities
8:10-8:40 Teacher preparation		Checks heat, light, and ventilation Prepares art materials: clay, paint, paper, paste, and the like Reviews program and materials to be used Puts out accessories for play Sets up centers to be used during the day Cares for flower arrangements and plants Checks and schedules for use of any special equipment: Projector, record player
8:40-9:00 Informal conversation and greetings	Early arrivals remove wraps, share experiences, and engage in quiet activities such as: observing at the science table looking at books working puzzles	Greets children and parents Checks children for any signs of illness Converses informally with children and learns about their home life and background Collects milk money Gives guidance to individual children who need special help
9:00-9:15 Opening period	Conversation in group "Show and Tell" Calendar Informal numbers Greeting song	Gives recognition to birthdays Suggests, guides, praises Checks attendance Relates numbers to life situations Learns more about children's background and interests
9:15-10:00 Work Period	Decide in a group what activities individuals and/or groups will carry on Engage in work at centers paint, clay, wood, crayon Build with blocks and toys	Suggests, guides, praises, encourages children Detects disputes and misunderstandings and offers guidance

Approximate distribution of time	Children's Activities	Teacher's Activities
	Play in the playhouse or other interest centers Look at books Work puzzles Try simple musical instruments Experiment at the science center Care for flowers, indoor gardens, pets Pick up and put away materials Meet in a group to tell others of work and accomplishment Take excursions	Listens to conversations and observes children Records activities Goes from one center to another helping wherever needed Sees that children know what to do when they finish Writes names on work Notes leads for materials, and activities for later in the day or for the next day Denotes time for clean up Guides discussion of work shown, and leads children to suggestions of improvement through questions
10:00-10:20 Snack and Rest	Toilet and wash hands Help set table Eat; exchange ideas in small groups; clean up As children finish snack, get mats for rest	Observes bathroom procedures Make suggestions for improvement Has snack with group Develops courtesies and stimulates conversation Darkens room Sits quietly resting with children Helps restless children relax Denotes the end of rest time and excuses a few children at a time to put mats away
10:20-10:45 Outdoor Play	Play on apparatus with wheel toys, balls, blocks, planks and in sand pit	Observes children's play Guides the play Shows safe use of equipment and helps in locomotor skills Watches for children's safety
10:45-11:05 Language Arts (Varied activities)	Listens to stories and poems read or told Take part in dramatization of familiar stories Discuss current areas of interest—science, health, safety, social living See and discuss suitable audio-visual materials	Is familiar with many stories, poems and finger plays Retells familiar stories and encourages participation Listens, notes reactions and growth Prepares children Shows materials and conducts follow up

Approximate distribution of time	Teacher's Activities	Children's Activities
11:05-11:25 Music, Rhythms	Gather around the piano to sing, listen, create and use rhythm instruments Engage in rhythmic movement to piano, record player or simple instruments Interpret music through body movements	Has songs, pitch pipe and instruments ready Lets children help select songs Notes children who need help with tone matching Plays piano, record player to encourage children to respond rhythmically
11:25-11:30 Get ready for dismissal	Put on wraps Get work to be taken home Get sharing things to take home	Checks wraps to see that they are zipped, buttoned, and the like Rolls paintings Gives out any notes Has informal conversations with parents Sees that children cross street safely, board the bus and leave for home
		After School
		Reviews and files notes on individual children Plans for helping the child the next day Plans activities and schedule for tomorrow on basis of today's work Selects materials to be used tomorrow Previews film Does parent-teacher work, conferences, home visits and the like Changes bulletin boards Cleans paint, clay, and centers needing it

WORK PERIOD

The most effective way for the kindergarten child to learn is through doing. Therefore the work period becomes a laboratory for experiencing and acquiring the skills and understandings necessary for effective individual and group living. The child has daily opportunities to solve individual and group problems through planning, carrying out plans and evaluating. He learns to share, take turns, cooperate, respect the ideas of others, and appreciate their contributions. He engages in any of the following activities: dramatic play, manipulative or creative expression with art materials, construction with blocks or wood, looking at books, working puzzles. Often these activities may be related as he fashions a dish of clay for the pet shop or furniture for the dolls.

The work period consists of four parts.

Planning
Working
Cleaning up
Evaluating

Through Participating in the Work Period the Child:

Develops skills in group living through planning, working in small groups, and becoming increasingly considerate of the rights of others.

Uses large and small muscles with increasing effectiveness.

Develops skills through the manipulation of many tools and materials.

Enjoys expressing himself through creative art experiences.

Releases tension in socially acceptable ways.

Clarifies concepts and relates them to past experiences.

Understands the importance of completing his work.

During the Work Period the Child:

Shares ideas and interests in a planning period.

Chooses a center which appeals to him. Over a period of time he has experiences at all centers.

Moves about freely getting materials as he needs them.

May converse quietly or sing while he works.

Finishes at his own rate and knows what to do when he completes work at a center.

Usually finishes his work in one day and sometimes takes it home.

Sometimes shares his work with the group during a short evaluation period.

During the Work Period the Teacher:

Has a variety of materials and tools ready for use and accessible to the children.

Determines with the children the number to work at each center and the plan for moving from one center to another—from day to day or during the period.

Listens for comments which show need for clarification and further guidance.

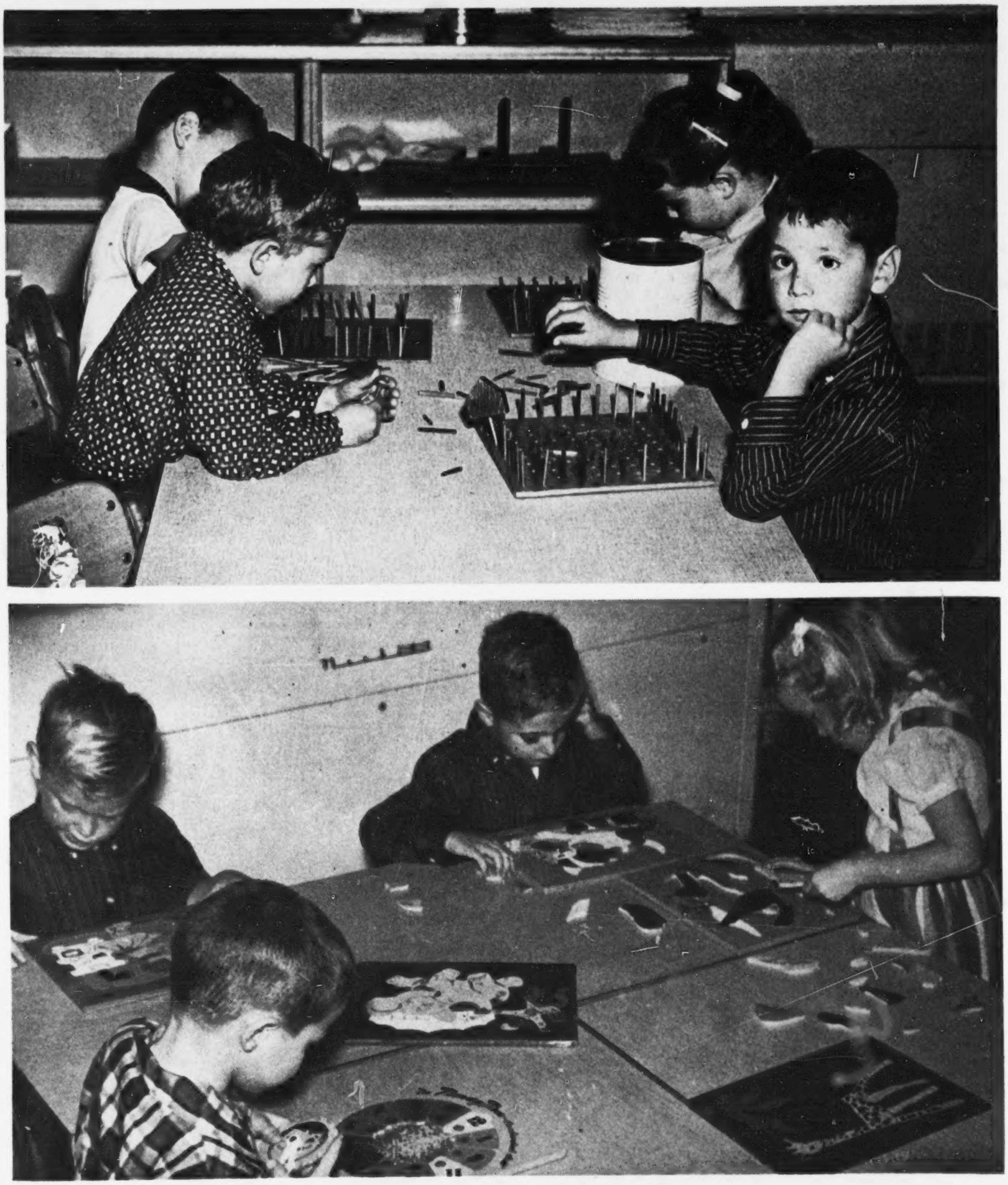
Moves about giving help where needed and when requested.

Encourages creativeness and discourages uniformity and limitation which result from using patterns.

Helps children to set standards for clean up and for general good housekeeping.

Gives individual and group guidance built upon the need for a gradual progression in activities to develop skill and ability.

Determines the number and type of centers according to the time of year and the maturity of the children.



. . . AND TIME TO CHOOSE

Evaluates work with individual children during the period.

Discusses common problems with small groups, such as using materials, handling tools, and working effectively in the group.

Encourages timid and reluctant children and guides the child who has difficulty relating to his peers.

Makes use of all children's work for room decoration at various periods during the year.

The Creative Work Period

In the creative or self-directed type of activity or work period:

All children will not be doing the same thing.

Children will continue to work on unfinished tasks during the work period the following day or days.

Children will not have assigned tables or seats. They may choose to work at the clay table one day, with blocks another day, at the easel or on the floor, etc.

Completed articles and illustrations will not be the same as to size, design, details of construction, media used, and so on.

Models or samples will not be in evidence while the children work.

There will be problems to solve.

CENTERS

Suggestions for basic centers are:

- Puzzles
- Playhouse—dress up box
- Powderpaint (brush-easel)
- Blocks (floor, fox, and hollow transportation toys for use with the blocks)
- Books
- Crayons
- Scissors and paste; paper tearing
- Clay
- Sand and sand toys
- Science
- Workbench

Suggestions for occasional centers are:

- Beads and pegs
- Rhythm instruments
- Puppets
- Felt board
- Readiness games (arithmetic-reading)
- Skill games (bean bags, ring toss)
- Cloth for sewing or pasting into pictures or a collage
- Other paints, such as finger paint, string paint, sponge paint, stick paint, and straw painting
- Shops such as toy, grocery, pet, etc., made of blocks—or put in playhouse corner
- Touching Table (art appreciation, science, music)
- Manipulative materials (snap blocks, peg board and hammer—screwing and lacing toys, and tinker toys)

Considerations in setting up centers:

Time of year

Limit number of centers at beginning of year
Add more centers as year progresses or seasons require
Withdraw centers which are no longer purposeful

Composition of group

Age and maturity of children will help determine the materials presented
Gifted children may require materials at a more advanced level
Less able children and children with a limited experimental background will need manipulative experiences over a longer period of time.
Children with problems will need materials that will allow them to express emotions in acceptable ways
Size of the group will influence the number of centers made available. Children work best in groups of two to seven individuals.

Physical aspects of the classroom

Storage space should be provided for use and storage of materials
Size of room will influence the number of centers
Proper lighting and ventilation need to be provided for all activities
Number of groups using the room will limit the space available for some activities
Soundproofing makes for a more desirable working atmosphere

Placement of centers

Work areas close to supplies if possible
Quiet centers grouped together
Blocks out of the way of traffic
Adequate space for activities

Suggestions for preparing centers

The teacher may have all materials at centers before the children arrive
Individual children may be chosen to set up centers before the work period begins
A monitor may be appointed for the group working at a center. Others in the group wait for the monitor to bring necessary tools and materials.
Centers may remain set up in the room from day to day
Each child may get tools and materials from cupboards or open shelves and return them to the proper place when finished
Methods may be varied during the year according to the needs and maturity of the group

Suggestions for starting work period activities

Children choose centers as they are mentioned. The teacher may give suggestions for the use of the center to stimulate interest. A unit which would contribute ideas may be in progress.
A child chooses a group to work with him.
Teacher keeps a record of children's choices, so she can check to see child has experiences with all the art media and centers.
Slips depicting the activities of the different centers may be passed or chart record with pictures of centers and children's names can be used.

Suggestions for organizing clean-up:

Have an adequate supply of brooms, dustpans, cloths, and newspapers, plastic oilcloth and sponges so that clean-up is easy and fun.
Children like to be warned that clean-up time is coming in a few minutes.
In order that clean-up activities may be finished at about the same time, groups needing more time to clean up may start earlier.
Each child should be responsible for cleaning his own work area.

Before general clean-up a signal may be established, such as a note from the piano, pitch pipe, a bell, or a song.

As soon as the children begin to finish and gather in a group the teacher may join this group for songs, poems, finger plays, games, or records while waiting for clean-up activities to be finished.

Evaluating Work Period Activities

During work period the teacher may

Discuss a child's work with him.
- Give the child an opportunity to tell about his work.
- Give praise for work that is "good" for each child.

Work with a group needing help with a technique.
- Talk about filling the space in a picture.
- Encourage large work.
- Show an easy way of cutting a circle.

Guide individuals or groups needing help with group relations.
- Help children develop a satisfactory tone of voice for work period activities.
- Guide the child needing encouragement to share.
- Praise honest efforts in group relations.

After work period

A few finished products may be shared. All children should have a turn occasionally.
- "Let's see what the children at the coloring center made today."
- "Mary worked so hard at cut and paste today. We thought you might like to see her work."
- "John, do you have a page from a library book to share with us?"

Children carrying on a special project may report their progress to the group and receive suggestions from the group.
- "Ann, Bobby, and Susan have been working on our pumpkin today. Would you like to tell us what you have done? What will we need to do tomorrow?"

Children and teacher may discuss the effectiveness of clean-up.
- "Did we have a good clean-up period?"
- "Why was it good?"
- "Could we make it better?"

Children pass through a sequence of growth in developing work period skills. It is a gradual transition from one phase to another. Here are the stages, from the beginning of the year to the end.

Planning

The child

First, he needs teacher help in choosing an activity.

Then he chooses an activity with no definite plan in mind. Teacher may help him plan further work during work period.

Later, he chooses an activity and tells what he is going to do.

Finally, chooses an activity, tells what he is going to do, and has a general idea of how he is going to do it.

The group

First, is not capable of planning as a group.

Then, plans informally in small groups as play progresses in the playhouse or at the blocks.

Later, participates in short planing periods before work period.

Finally, is able to make plans for a group project.

. . . AND STRONG MUSCLES

. . . AND OUTDOOR FUN

Working

The child

First, changes activities often.
Engages in activities without a purpose.
Is more interested in the process than in the end product.
Is concerned with sensory rather than intellectual stimulation.
Then, begins to manipulate with a purpose.
Begins to carry out plans.
Later, works at one center for a longer time.
Finally, finishes one activity before starting another.

The group

First, work is mostly individual although children may be side by side.
Then small groups work together.
Finally, several children engage in cooperative planning and working together.

Evaluating

The child

First, may talk about how he enjoyed the manipulative experience.
Then, evaluates in terms of his progress in planning.
Later evaluates in terms of his improvement in manipulative skills.
Finally evaluates in terms of next steps.

The group

First, not capable of evaluating as a group.
Later can tell what they like about a child's work.
Finally can listen to a report on the progress of a project and offer suggestions.

PLAY PERIOD

Outdoor play periods provide the opportunity to release some of the abundant energy with which the five-year-old is so well supplied. The value of fresh air and sunshine on growing bodies is not questioned. It offers the greatest opportunity for physical activity. Vigorous activity develops muscles, increases appetites, contributes to a feeling of good body tonus, and develops facility in coordination. Appropriate equipment and materials promote motor development and coordination. Activity is mostly individual in nature, perhaps involving sharing of equipment, and memetic play. Creativity in interpretation is encouraged.

Play

Play manifests itself in dramatization, art, and physical activity which includes manipulation of materials. It draws on a multitude of experiences, emotions, and thoughts. In children's play their universe is reflected; through it they experiment with the world they know and with their own emotional reactions to it. They repeat in some medium things which have made an impression on them in reality or in fantasy.

Since we are living in an age of rapid transportation, it is inevitable that much play activity will center around trains, cars, airplanes, buses and boats. Family life, too, is changing and the emotional effects of new relationships, home conditions, will be revealed in children's play. In an atmosphere conducive to truthful expression, children will bring their emotional experiences from within themselves to the outside, expressing symbolically through their play their feelings of violence, tenderness, cruelty, envy or joy. If there are great conflicts and insecurities in the world they know, children will recreate these, too, in their own way. In play, a child repeats even the unpleasant experiences. Adults are frequently puzzled by the forms which children's play assumes. The destructive, aggressive types of play are particularly disturbing. Thus, adequate play experiences are essential to the child's full maturing. It is his preparation for living—for comprehending the daily life around him as well as his own feelings, and thus contributes to his satisfactory emotional development.

Sequence of growth in play

Sequence of growth in children's play is a gradual transition from one phase to another. Simple movement and manipulation precede the following phases:

Solitary play—Little or no attention is given to other children while the child plays alone. He may show interest in others, but does not play with them.

Parallel play—The child plays independently but alongside other children, entering the same type of activities as they do but has very little conversation with them

Associate play—Children may share some ideas and materials and their activities are similar. One child irons while another washes dishes. Each plays according to his interests.

Cooperative play—Organized play appears late in the kindergarten year. In this stage, play is in groups of from two to five children. The periods may be lengthened and with evaluation the play may carry over for several days.

Time

The amount of time spent in the play period depends on the length of the kindergarten day. However, it should be long enough for the children to benefit from the outdoor exercise, and have time to organize and carry out a reasonable amount of play. It can be included in the daily program, or one, two, or three days a week. Play in snow should be allowed. It is a very exhilarating experience. The play period is most beneficial at the beginning of the school year.

Space

A large outdoor space with a variety of surfacing contributes to diverse activities. A lawn area for rolling and romping, a paved area for wheeled toys, a sand pit for manipulative activities, tan bark or sand under climbing apparatus, and soil for digging are all important.

Storage

Provide for safe storage of the manipulative equipment near the play area.

Equipment

Ideally, the kindergarten play yard should be equipped with apparatus inviting large-muscle play. Vigorous activity exercising arms, legs, and trunk is indispensable for the kindergarten age child. This type of equipment serves for more purposes than that of muscle building alone. It promotes social, emotional, and mental development as well. The outdoor equipment should be varied and challenging to individual and group activity as indoor equipment.

Large-muscle equipment

Large-muscle equipment is stationary.

jungle gym
slide
ladder bars
swings
rings

Manipulative equipment

Those pieces which children may move about are considered manipulative equipment. They, too, contribute to muscular development.

- bells
- beanbags
- jump ropes
- hollow blocks
- tools for sand and garden
- wagons
- saw horses and planks
- barrels
- tires
- ladders
- skooters
- canvas pieces
- hose pieces

Large outdoor blocks appeal to children's imagination. The blocks can be piled high to make a house in which a child can actually sit, or a boat in which many children can ride. Besides creating new play structures, this material makes use of large muscles during actual construction. Small ladders, packing cases, empty nail kegs, planks and small saw horses lead to creative outdoor activity and combine physical development with dramatic play. In analyzing this type of material, one recognizes its resemblance to occupational tools in real life—the carpenter's ladder, the bricklayer's horses and planks, the builder's bricks and lumber. Thus the material itself is suggestive of its use. For younger children, a sand pit and water are good substitutes for "mother earth" and are important adjuncts to play.

Teacher's role

Equipped with the necessary materials, adequate space to promote play, and a basic knowledge of what play means, what can the teacher do to extend and enrich it? First, she must try to give her children a common or group experience so that they may be able to play together. When a group comes to school, it has no "oneness." Each child brings his own experiences and background. Unless these individual experiences can be pooled and shared, no real group play goes on. The teacher can give her children first-hand group experiences by taking them on a trip.

The teacher can extend this first-hand experience even further by a vicarious one. She can read them a story which may tell the children even more than they saw and, in addition, may have dramatic action which will create richer play.

As children face frustrations and disappointments which come from making mistakes because they have not had experience in human relationships, the teacher needs to give them sympathy and understanding to work out their difficulties in social adjustments.

If play becomes aimless or rough, the teacher should step in and initiate a new type play. Sometimes before the play period it is beneficial to plan, and choose playmates. Evaluating the play period at times also leads to more stimulating play.

Outcomes

The social learning which takes place while children play often determines their attiudes toward others, their emotional behavior and their abilities to function in other situations. Many happy experiences are necessary to build confidence and strengthen childrens' relations with others. Teachers have a responsibility in guiding children to enjoy others and to make friends, to enjoy work, and to follow it through to completion. The techniques of sharing, of asking others if they may be included, of offering help to one's fellows, and of recognizing others' rights will build feelings of acceptance and social competence. When a child is in harmony with others, he is considerate and thoughtful.

Outside play is essential to a child's health. Playing in fresh air regularly builds resistance to diseases. The large muscles are developed through the use of equipment that stimulates running, jumping, climbing, bending, lifting, and pulling. Development of the large muscles must precede development of the smaller muscles. Children become more aware of weather changes, and proper clothing to wear when the changes occur.

Safety in play is not only taught but practiced in outside play. Children soon learn they must hang on tight while climbing. They also learn there is a safe way to play with outside equipment, as well as with each other.

Toilet Period

If there are toileting and drinking facilities in the kindergarten room, then it may be assumed that children use them whenever necessary. In such a setup, children are usually encouraged to go to the toilet and get a drink during informal, rather than organized periods of the day. If there is no toilet in the room, then there should be provision for groups of children to go to the toilet and get a drink before lunch and rest. Habits of flushing the toilet and washing hands are very important and should be stressed. Boys will need help with the proper use of school facilities which are unfamiliar.

Snack Period

Serving the children a mid-session snack accomplishes three purposes: First, from the viewpoint of good health, the refreshment acts as a "pick-up." Second, it offers an opportunity to teach cleanliness and responsibility in washing hands, preparing lunch, and cleaning up afterward. Third, it is a social time when children sitting in small groups have an opportunity to exchange ideas and develop courtesies in speaking. Some children, because of allergies or family reasons, may not participate in the snack time. They may engage in a quiet activity away from the group.

The teacher sits with the children, having refreshment also. She stimulates and encourages conversation. She uses simple courtesies with them, as, "Please," "Excuse me," and "Thank you."

The children can prepare the lunch at clean tables and clean up afterward. On nice days the children may enjoy sitting on the grass.

Suggestions for what to serve are as follows:

- milk
- half of an apple or orange
- real fruit or vegetable juices
- a simple snack brought from home may take care of those with allergies

The Rest Period

Many kindergarten programs include a period when children rest in uninterrupted quiet. Resting prone is desirable from the postural standpoint and usually offers fewer distractions. Washable rugs, mats, bath mats and large towels brought from home make suitable rest mats.

Care of mats involves the following:

- proper storage space
- periodical laundering
- marking with child's name at end where child's head is to rest
- folding lengthwise so that part on which head rests does not come in contact with other parts of the mat.

A few suggestions:

A ten to fifteen-minute period is sufficient

Some preparation for the rest period may be desirable. How it feels to drop their arms and relax their bodies may be demonstrated with a rag doll.

The teacher may need to sooth tense children or straighten those lying in a cramped position.

Any music played during the period should induce relaxation. This is not the time for story records. The teacher may sing lullabies.

If some children go to sleep during the period they should not be embarrassed, but allowed to join the group activity upon awakening. This may be a lead for a parent conference.

A darkened room is relaxing.

The teacher should relax with the children. This is not a period for record keeping or preparation of materials.

There should be a signal for the ending of the period—lighting the room, soft music, "a wake-up fairy."

Children should be dismissed a few at a time to put away their mats.

Rest period should never be used as punishment.

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. . . AND SNACK TIME

. . . AND A TRIP TO THE FARM

EXPERIENCES IN SOCIAL LIVING

The kindergarten child lives in a here-and-now world. He tends to be the center of his universe and many things that happen to him are interesting. His interests are broad and include the people, animals, nature materials, machines, buildings and activities in his immediate environment. His attention span is as long as his interest and as intense as his recognition of a need. He is ready and anxious to have new experiences and to broaden his ideas about the things he took for granted before he came to school.

CURRICULUM AREAS—THE NATURAL AND SOCIAL SCIENCES

The kindergarten curriculum does not include formal subject matter divisions. Experiences in social living are guided in relation to all other activities. Learning about safety, health, the school, and the many people who help one there, knowing where one lives, knowing where the school is located, discovering the neighborhood through excursions, calling on a household that has, for example, a family of new kittens—all these are experiences basic to the entire program.

1. Experiences in social living should help children

- Clarify and further their understandings of every day situations
- have chances to talk about some of their experiences and seek solutions to their problems
- expand their vision of home and family to include the immediate community and the beginnings of a wider community such as farm and ranch life
- participate in many first hand experiences and such vicarious experiences as may be appropriate
- learn to share ideas and materials
- begin to learn to appreciate and respect other people, their unique abilities and experiences
- learn how to develop successful and happy relationships with other people
- accept necessary routines
- become more self-reliant and begin to feel a responsibility for one's own behavior
- have opportunities to develop individual interests and abilities in a way appropriate for the kindergarten age
- deepen their interests and extend their attention span

As the teacher helps children meet and explore new interests, she must

- survey the community to determine the background of experiences children will bring to school, the resource people and places of interest in the community.
- capitalize on the familiar experiences of children
- plan for many short experiences with a variety of interests included briefly rather than a few treated in detail
- plan experiences which will help children to include new interests and stimulate experimentation and creative expression
- remain alert to new and intriguing events within the child's immediate environment which may be shared for the enjoyment and learning of all
- gather resource material such as
    - pictures
    - bibliographies of good children's books
    - bibliographies of appropriate films and filmstrips
    - records for creative rhythms, stories and information
    - simple but challenging toys and classooom equipment
- arrange equipment and materials in the classroom so as to encourage the child's many diverse interests

- give guidance necessary to make children's experiences meaningful—e.g.,

  The children become interested in the fireman when he visits the school.

  The teacher arranges a trip to the fire station.

  The children talk to the firemen, learn how they live at the fire station, how the engines are cared for, and how the fire calls come in.

  The experience has helped to clarify many problems and answer many questions.

  The teacher decides what further experiences may be needed to further the children's play and learning:

  She arranges pieces of hose, ladders, books, pictures and other appropriate play and reference materials in the classroom.

  She selects new stories, songs and games.

  Children revise their play in light of their experiences and the available materials.

- recognize that some interests may last only a period or a few days, but may recur throughout the year with new possibilities for depth and breadth.

- allow groups of unusual ability to develop their interests naturally into a short unit.

- allow for many ways of expressing ideas:

  Dramatic play is a way children can act out and make new ideas meaningful.

  Clay and wood offer opportunities to clarify ideas or to fashion objects needed in play.

  Crayons, paper and paint offer chances to interpret an experience as the child sees it.

  Rhythmic expression allows oportunities to interpret, in bodily movement, how things look, sound, feel and move.

  Stories, poems, songs, discussions offer opportunities for children to ask questions, clarify ideas and share experiences as well as gain new ideas.

  Numbers and reading take on a functional aspect and meaning when related to a problem that is real.

- remember that plans need to be subject to change and modification as she plans from day to day with children.

- remember that some evaluation should be made daily

- be sure that any culminating activities are childlike and worth the time and effort required.

Using the experiences in social living suggested in this guide

Included in this guide are records of a number of experiences. The intent is to suggest possible approaches, experiences and materials—*not* to set a stereotyped pattern. It is not suggested that the experiences be used as written or in any prescribed order through the year. Each teacher must use her own initiative, imagination, creative ability and good judgment in adapting the experiences to the needs of her particular group. More than one interest or experience may appear concurrently. As children play in the playhouse, they may develop an interest in a grocery store to shop in, or a bus as a way to travel. Science interests often occur simultaneously with social living experiences.

EXPERIENCES CENTERING ABOUT THE SCHOOL AND HOME
LIVING AND LEARNING IN SCHOOL

Experiences in *Living and Learning in School* will be part of the total program throughout the year. Many of them will recur in other areas of interest. Many activities will need to be reviewed frequently. Discussions will need to be very short and directly related to a specific situation. This outline will point out only some of the understandings and activities important to children beginning their school experience.

Objectives for the teacher:

To help children establish a sense of security and a favorable attitude toward school.

To add to the child's basic concept of school and the people in it.

To help each child become a participating and contributing member of the group.

To help each child become oriented to the school building.

To develop the child's ability to locate, use and care for tools, materials, and equipment in the room and on the playground.

To help children formulate some rules for the safe and happy use of materials and equipment.

To help children meet new situations as they arise.

Possible approaches:

In preparation for the first day, the teacher will

- make a survey of the room to check equipment and see that it is in good working order.
- select attractive books to place at the library table.
- arrange the room as attractively as possible, keeping in mind health, safety, convenience and children's love of color and space.
- choose and arrange a few centers of interest carefully (Paste, paint and scissors are unnecessary the first few days and their use must be taught when the time comes to introduce them.)
- decide on a daily program or schedule which will provide for short periods and alternate periods of rest and activity.
- have many simple and interesting activities in mind for the first day
- plan to greet children with a calm, friendly manner

During the year, the teacher will see that

- new and stimulating materials and equipment are made available for use
- materials which are no longer used or have no further purpose are removed
- new ways to use materials and equipment are suggested
- rules and ways of working are altered to fit new situations
- knowledge of the school and the people who served it is increased as the appropriate time arises
- new children entering the group are helped to feel comfortable and are oriented to the room and the building

Major concepts to be developed with children

School is a happy place where one can do and learn many interesting things.

There are many people at school to help boys and girls.

Some rules are necessary if many people are to work and play together happily and safely.

Boys and girls can help decide and plan how they will work together and what they will do.

Every person in the group is different and can help the group in some way. Often boys and girls can learn from one another.

LANGUAGE ARTS

Conversation

Possible activities	Materials and accessories
Children talk together about interesting articles they bring to school	Toys, books and other interesting and relevant articles which children bring from home.
Discuss the name and location of the school, and how different children come to school	
Discuss safety going to and from school crossing streets riding on the school bus riding in a private car getting in and out of cars going home promptly and by a safe route	Magazines, pictures, books, films, street and traffic signs
Learn the names of the teacher and classmates	Be sure to include newcomers during the year
Talk about the materials in the room and learn how and where they are to be used and cared for Number of children at each center	All room equipment as it is introduced Containers for equipment-supplies Cupboards and places for storage
Discuss how to be friendly taking turns helping others following rules sharing materials being careful of things that belong to others	Magazine pictures Stories and books
Discuss how to care for our belongings at school and where to put them for safe keeping	The cloak room and how to hang coats, place galoshes, etc. Articles brought to show Money
Discuss the need and reasons for any rules the children or the teacher establish	Pictures from magazines or drawn by children and displayed with simple captions A helpers chart A chart of places to work
Talk about why we go to school and why we need to come to school regularly and on time	Play clock to show time to be at school
Learn about the people who work in our school, their names and how they help us These people may be invited to the room, or children may go to see them — after the proper arrangements have been made	The principal The secretary and/or clerk The nurse and doctor The custodian Cafeteria manager Other classroom teachers Special teachers—gym, music, library

Possible Activities	Materials and Accessories
Discuss ways we can be helpful to people who work in our school	
Discuss the different parts of the building and what is done there Make arrangements to visit these places	Office, clinic, cafeteria, boiler room, library, gym, etc.
Discuss the proper use of school facilities	Drinking fountains Lavatories
Invite members of the safety patrol and color guard to come to the room and explain what they do	Visit the corner and the flag-raising ceremony to view the safety patrol and color guard in action
Dramatization	
How to carry chairs, scissors and other room materials safely	Chairs, blocks, scissors, tools at the work bench
How to introduce ourselves and our friends Delivering messages	
Safety to and from school crossing the street getting on and off the bus	Blocks, traffic signs made by the children or supplied by the teacher
Getting ready for school	
Use of the playground and its equipment	Pictures, books, films Playground equipment
The helpers in our school such as the nurse	
Literature	
Listen to many stories being read or told about familiar situations at school	See bibliography of books at end of unit
Create short (1 or 2 sentences) stories about school experiences	
View and discuss films about familiar school experiences	Coronet—*We Go to School* *Safe Living at School*
ACTIVITY PERIOD	
Dramatic play in small groups house keeping school activities safety activities helpers in the school	playhouse or doll corner blocks playground equipment
Manipulative activities	blocks, beads, peg boards, easy puzzles sand box with simple sand toys

Possible Activities	Materials and Accessories
Make "designs" with crayons	
Draw pictures about interesting things around the school	Only basic things should be used at first crayons and paper Introduce new materials gradually tearing, paste, clay, scissors, paint, wood Allow manipulative periods for all materials and for as long as individual children may need them. Demonstrate only how to use and care for materials, not what to make.
Clean Up—Put work and play things back in their places	
Excursions To the corner and locate the directions of our homes	
Around the building and grounds to learn where our play space is, entrances and where they lead	Kindergarten play area
To other rooms in the building	office, clinic, boiler room, library, cafeteria, other rooms as needed

MUSIC AND RHYTHMS

Songs

Learn songs about school activities	See bibliography of songs at end of the unit
Have fun singing together	

Rhythms

Begin with basic fundamental rhythms. Introduce only a few at a time	Use drum or rhythm instrument to stress basic beat of rhythm
walk tiptoe clap run swing sway	Use chants for accompaniment See bibliography of records in the appendix
Mimetic rhythms and story plays Ways we come to school—walk, run, ride in car	See suggested accompaniments at end of the unit
Getting ready for school	
Have fun moving to music	

Possible Activities	Materials and Accessories
GAMES	
Only very simple imitative games of one or two rules should be used early in the year	Finger plays (see Appendix) Grandmother's Glasses Stop, Look and Listen Little Scissors A Ball for Baby Ten Little Soldiers Ring Bell, Ring Hot Ball (Postman) I'm Tall, I'm Small (Guessing Game) Clapping and Stamping Did You Ever See A Lassie?
READING AND NUMBERS	
Call attention to signs in and about the school. Learn what they say.	Traffic signs such as "Stop," "No parking" Street signs Name of the school Rooms in the school—office, clinic, exit, auditorium, etc.
Call attention to labels in the room	
Call attention to titles of books read	
Count the children present each day	
Count the supplies needed at each center	
Count the places available and the children working at each center	
For additional suggestions see: *Number Concepts in the Kindergarten*	
SCIENCE	
Gather fall nature materials, flowers and plants to decorate the room	
Look for flowers and shrubs on the school ground	
Learn how to care for flowers and plants brought to school	Vases and containers of many sizes and shapes

EVALUATION

A satisfactory morale is the best evidence that the purposes of the unit have been accomplished. A group feeling of security is often shown by ability to make changes in program without undue excitement, by the easy induction of a new member, and by a freedom of speech that shows awareness of social amenities.

BOOKS FOR CHILDREN

Becky	*Tall Enough Tommy*	Children's
Beim, Jerold	*Andy and the School Bus*	Morrow
Beim, Jerold	*The Smallest Boy in the Class*	
Beim, Jerold	*Two is a Team*	
Bryant, Bernice	*Let's Be Friends*	Children's
Bryant, Bernice	*Everybody Likes Butch*	Children's
Felt, Sue	*Rosa-Too-Little*	Doubleday
Green, Mary	*Is it Hard, is it Easy?*	Wm. R. Scott
Jacob	*What We Do Day by Day*	National Dairy Council
Leaf, Munro	*Manners Can Be Fun*	
Mitchell, L. S.	*Here and Now Story Book* Walk, Walk, Walk to School	Dutton
Paullin, Ellen	*This Little Boy Went to Kindergarten*	Oxford
Rey, H. A.	*Spotty*	
Rey, M. and H.	*Billy's Picture*	
Seignobosc, Francoise	*The Thank You Book*	Scribner
Weil, Ann	*The Very First Day*	Appleton
Wynkoop, Margaret	*Mac Goes to School*	
Young and Hayes	*Norman and the Nursery School*	Platt and Munk

SONGS

The American Singer — Book I

School Time	15
Good Morning	18
In School	13
Crossing the Street	25
Working Time Is Over	16

The Kindergarten Book — Ginn

Who Are You?	5

Another Singing Time

Traffic Lights	17

Music for Young Americans .... Kindergarten

The Horn on the Bus	34

OUR HOME

Understandings	Possible Activities	Sources of Information and Materials
There are many kinds of houses	Take a walk in the neighborhood to see houses,—brick, frame, apartment houses, housing projects, etc.	**Books and Stories** Abel, *The New Sitter*—Oxford Brown, *Child's Goodnight Book*—Scott Bone, *Little Boy and His House*—Knopf Burton, *The Little House*—Houghton Eng, *When You Were a Baby*—Schuster Frank, *Peter and His New Brother*—Chanticleer Flack, *Ask Mr. Bear*—McMillan Green, *Everybody Has a House*—Scott Keeler, *Today With Tommy*—Nelson Krauss, *The Big World and the Little House*—Schumann Krauss, *The Backward Day*—Harper Lenski, *Let's Play House*—Oxford Lenski, *Papa Small*—Oxford Lenski,*The New Pet*—Oxford McCullough, *At Our House*—Scott Mason, *Home Is Fun*—Cardy Puner, *Daddies, What They Do All Day*—Lathrop Steiner, *Daddy Comes Home*—Doubleday Sterling, *Biggest Family in Town*—McKay **Poems** *Sing Under the Silver Umbrella* (The Shiny Little House)—Hayes *Golden Flute* (Our House)—Miller
	Display pictures of different types of homes and rooms.	
Families may differ in size and membership	Encourage children to learn their own addresses and phone numbers.	
	Discuss pictures of various family members—commercial and children's.	
	Learn the titles of members of our own families — grandmother, aunt, etc.	
Members of the family help one another	Tell about our own families.	
	Play the role of different family members in the playhouse.	
	Discuss activities of the family in the home.	
Members of the family have fun together	Talk about ways children help at home.	
	Engage in dramatic play of home activities — cooking, cleaning, washing, ironing, caring for baby, etc.	
	Allow children to tell about their own families and ways they have fun.	
Someone in the family works to get money to buy the things the family needs	Add recreation activities to the playhouse—looking at TV, playing in the yard, going on a picnic, etc.	
	Tell about the work of our Daddies (Mothers or............).	

OUR HOME

(Continued)

Understandings	Possible Activities	Sources of Information and Materials
The love and thoughtfulness of the family members is what makes a home.	Show and talk about pictures of people in different occupations.	Films and Film Strips—Coronet, *Your Family*
	Play the role of father or .... going to work.	
	Talk about why we love our homes.	
	Related activities	SONGS
	Encourage children to interpret home and family life with crayons, paint, cut and paste.	*American Singer* — Bk. I Baby's Song .... 7 The Telephone .... 9 A Song to Mother ....11 Dolly's Lullaby .... 6 Rockaby Baby ....12 Washing Dishes 10
	Encourage the use of blocks in building houses and streets Use stand up toys of family characters	
	Encourage use of the workbench in building simple articles of furniture for the dolls or the playhouse.	RECORDS CRG—Build Me A House CRG—The Lonesome House CRG—Daddy Comes Home CRG—Let's Help Mommy
		DRESS-UP BOX Dress-up clothes for mothers—skirts, hats, scarves, shoes, pocketbooks, aprons Dress-up clothes for fathers—caps and hats, lunchbox, keys

"Our Home" is an interest close to children. There are many experiences and activities which will help children better understand how the family functions, Special care should be taken to help children who live in apartment houses, housing projects, or who live with grandparents or in foster homes, feel that their situation is a happy one. "Our Home" may stimulate interest in any of the community helpers or stores, pets, or ways to travel.

EXPERIENCES CENTERING ABOUT THE COMMUNITY

The Fireman

Understandings

Firemen are our friends and helpers

Fires should be reported

Firemen have duties to perform

Caution should be taken to prevent fires

Firemen protect our homes, or school, our community

Possible Activities

Invite a fireman to kindergarten:
- Tell about his duties
- Talk about safety during a fire drill at school
- Answer questions the children ask

Role play someone having a fire:
- Telephone the fire department
  - Report the fire
  - Give the correct address

Use floor blocks, cardboard boxes, toy fire trucks, toy people, etc. to dramatize:
- Driving the fire truck from the fire station to the fire, and back
- Putting out the fires using hoses and ladders
- Cleaning fire truck
- Drying hoses and other equipment
- Living at the fire station while on duty
- Wearing firemen hats designates firemen

Draw and paint:
- Fire engines and equipment
- Fire station
- Firemen clothes

Workbench
- Saw from wood toy fire trucks to be used with floor blocks

Sources of Information and Materials

Books and Stories
- Zaffo, Big Book of Real Fire Engines—Grosset and Dunlap
- Kuh, The Fireman—MacMillan
- Cross, Fluff and the Fireman—Cross
- Lencki, The Little Fire Engine—Oxford University
- Beim, Country Fireman—William Morrow
- Brown, Five Little Firemen—Simon & Schuster
- Pryor, The Fire Engine Book—Harcourt Brace

Audio Visual Aids
- E. B. Fireman

Songs
- *American Singer*
  "The Fire Department"—22
- *The Kindergarten Book*
  "The Fireman"—65

Records
- CRG Little Fireman
  Phoebe James, Fire! Fire! AED11

EXPERIENCES CENTERING ABOUT THE COMMUNITY (Continued)

The Fireman

(Continued)

Understandings	Possible Activities	Sources of Information and Materials
	Use pictures and books to show: Precaution at school and home	
	Discuss and practice fire drill	
	Rules: Go to classroom door Taking nearest child for partner	
	Walk quickly—Stay in line Be as quiet as possible Stand quietly in line in the yard to wait for the signal to return to the room	

This is a good time to help children who have fears of fire. Other neighborhood friends of interest to young children are the policeman and the postman. When planning experiences about the policeman, children are more concerned with his activities on the corner. The same is true of the postman; children are more interested in his delivery of mail, than his work at the post office.

The Super Market

Understandings	Possible Activities	Sources of Information and Materials
The family shop at the super market	Visit a super market in the community, and see what articles are on display—food, bakery goods, meat, etc.	**Books and Stories** Green, Everybody Eats—Young, Scott
	Build a simple market of boards and large blocks.	Kesslers, Crunch Crunch—The Supermarket
Articles for sale are arranged in many ways	Let children bring cash register, empty food cartons, and paper bags from home.	Bruck, To Market! To Market—Knopf D. E. Angeli, Ted & Nina Go To the Grocery Store—Doubleday
	Discuss how milk and butter are kept in the refrigerator — vegetables are in bins — canned goods are on the shelves —meats are at the meat counter	Blade, Mr. Brown's Grocery Store—Scribners
		Poems General Store—Rachael Field

EXPERIENCES CENTERING ABOUT THE COMMUNITY (Continued)

The Super Market

(Continued)

Understandings	Possible Activities	Sources of Information and Materials
Workers in the market have certain jobs to do	Role play how: Clerks arrange food on the shelves Checkers check out groceries and take money from the customers	**Film and Filmstrips** Encyclopedia Britannica—The Food Store Society for Visual Education—Grocer
Children can help at the super market	Bus boys carry groceries to the customer's car Draw and paint pictures of activities around the super market Talk out: Should children run in the store? Should children push buggies far away from family group? Should articles selected be squeezed, poked, and opened before checked out?	**Songs** *Our First Music* The Bakery Shop—52 At the Grocery Shop—52 Candy Shop—55 Song of the Milk Bottles—61 *Singing Time* Market Man—40 *The American Singer* Shopping—22 Mister Baker—22 The Vegetable Man—21

Other types of stores may suggest dramatic play and interest that will last over a short time.

furniture store
shoe store
lumberyard

drug store
dime store
barber shop
cleaning shop

dress shop
toy store
beauty shop

EXPERIENCES CENTERING ABOUT TRANSPORTATION

Trains

Understandings	Possible Activities	Sources of Information and Materials
There are different kinds of trains.	Show pictures of: passenger trains and freight trains and their difference in appearance and speed	**Books and Stories** Zaffo, Big Book of Real Trains—Grosset
Passenger and freight trains are made up of different cars serving different special purposes.	Build from large pasteboard boxes: engine tender baggage and mail car	Brown, Two Little Trains—Scott Burton, Choo Choo—Houghton Piper, The Little Engine That Could—Platt Lenski, The Little Train—Oxford
Many people are needed to operate and service trains.	coach pullman dining car and kitchen box car flat car	Hurd, Caboose—Lathrop **Poems**
Trains stop to discharge and pick up passengers, freight and freight cars.	stock car tank car caboose	"Train," Tippet. The Golden Flute—p. 252
	Role play: (Engineer) drive train, observe signals, signal conductor	**Films** E. B. F.—The Passenger Train
	(Fireman) stoke coal, minding tender on steam engines, check motors for fuel on diesels, observe track conditions	**Songs** Our First Music
	(Brakeman) operate switches, couple cars, oil cars	The Freight Engine p. 267 The Two Trains p. 194 At the Station p. 54

EXPERIENCES CENTERING ABOUT TRANSPORTATION (Continued)

Trains
(Continued)

Understandings	Possible Activities	Sources of Information and Materials
Safety rules and signals are important for the safe operation of trains.	(Conductor) collect and punch tickets, signal engineer, notify passengers of departure and arrival (Porter) serve passengers, and make up berths (Chef) prepare meals. (Freight yard) ice cars, take on water, fuel tender, couple cars, load cars, work in round house. (Railroad station) ticket agent, passenger, red cap. Dramatize: Loading and unloading passengers at station. Loading and unloading freight cars. Stop to take on water and fuel. Pick up and dispatch mails while in route. Loading and unloading livestock to stock yards. Filling tank car with oil. Loading and dispersing cargo. Make signals of wood Semaphore Crossing gate Lights	American Singer Transportation P. 27 Conductors Call p. 26 The Freight Train p. 29 The Train p. 127 **Records** Chugging Freight Engine M782 Three Little Trains M783 Anything Special Train whistle Caps for train crew Suit boxes for luggage Hat boxes Large boxes for construction Bell

Transportation activities are of immediate concern to young children. Interest in the train may occur more than once throughout the year, when activities will center around one kind of train. Others that may be included are airplane, automobile, truck, trailer, bus, taxicab, and boat.

EXPERIENCES CENTERING ABOUT SPECIAL OCCASIONS

Birthdays

Understandings

Your birthday is your very own and never changes.

Your birthday marks the time when you are one year older.

Possible Activities

Talk about:

- our own birthdays
- how we celebrate our birthdays
- how we behave at a birthday party
- what we say to people who give us gifts
- birthdays of family members

Learn the date of your own birthday

Mark the birthdays on the calendar in some special way

Have a "birthday chair" or a "birthday hat" for the birthday child

Sing birthday song

Dramatization:

Each child dramatize a toy or gift he would like to give to the birthday child

Let the birthday child choose the activities for a particular period

Let the children create birthday cards or gifts at the art centers

Have a special day at the end of the year for all children whose birthdays come during the summer.

Sources of Information and Materials

Books and Stories

Black, *Barbara's Birthday*—Scott
Bromhall, *Mary-Anne's Picture*—Knopf
Mariana, *Miss Flora McFlimsey's Birthday*—Lathrop
Brown, *Keiko's Birthday*

Poems

Very Young Verses
  "Growing Up"—Unknown
Golden Flute
  "Father's Birthday Cake"—Zex
  Five Years Old—Allen

Songs

American Singer—Book I
  "A Birthday Song" — 16
Kindergarten Book
  "Happy Birthday" — 72
Music for Young Americans — Kdg.
  "Happy Birthday" — 110
  "Today's My Birthday"—111
Singing Days of Childhood
  "The Birthday Cake" — 10

Records

CRG—Hooray, Today Is Your Birthday

Special Materials

Birthday chair painted gold with large bow
Birthday hats or crowns
Birthday cake made of styrofoam
  Colored whipped soap flakes over a coffee can

EXPERIENCES CENTERING ABOUT SPECIAL OCCASIONS (Continued)

Halloween

Understandings

Halloween is a holiday of "make-believe" and fun

Halloween is a holiday with which we associate certain colors, objects and animals

We need to observe some rules in order to have a safe and happy Halloween

Possible Activities

Talk about

- Halloween pictures and decorations
- Halloween animals and symbols and their characteristics
- How we can have a safe and happy Halloween
    - Inexpensive costumes
    - Masks we can see out of
    - Jokes and activities that are not harmful
    - Flashlights in Jack-o-Lanterns
- The real and unreal at Halloween

Let different children try on masks and others guess who the child is

Use art centers to:

- Draw and paint pictures of Halloween symbols and activities
- Make masks and hats
- Decorate a bulletin board or make a frieze with Halloween symbols*

Sources of Information and Materials

Books and Stories

Leaf, *Boo, Who Used to be Scared of the Dark*—Random House

Told Under the Blue Umbrella—

"The Jack-o-Lantern"

Conger, *Golden Holiday Book*

Bright, *Georgia*—Simon and Schuster—Doubleday

Reichert, *Happy Holidays*—Rand McNally

Foster, *Tell Me Mr. Owl*—Lathrop and Lee

Adshead, *Brownies Hush!* Oxford

Poems

Golden Flute—
"Holloween"—Medary
"If You've Never"—Fowler
"Smiling"—Willson
"The Magic Vine"—Unknown

Time for Poetry
"This Is Halloween"—Thompson
"Halloween"—Frost
"Black and Gold"—Turner
"My Brother"—Aldis

Mother Goose

"Peter, Peter, Pumpkin Eater"

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* Model clay, pumpkins, witches, cats, brooms, etc. Decorate napkins and place mats for a party.

EXPERIENCES CENTERING ABOUT SPECIAL OCCASIONS (Continued)

Halloween
(Continued)

Understandings	Possible Activities	Sources of Information and Materials
	Go to a grocery store to buy pumpkins Carve Jack-o-Lanterns Light Jack-o-Lanterns with flashlight and darken room while singing Halloween songs** Rhythms and mimetic play—Be witches, cats, brownies, owls, ghosts, etc. Have a Halloween Parade Plan a Halloween party Any refreshments should be very simple. Consult with principal about any refreshments	**Audio-Visual Aids** Commercial and magazine pictures of Halloween symbols and activities Curriculum Films *Celebrating Halloween* **Songs** *The Kindergarten Book*—Ginn "Halloween Is Coming" — 73 "See My Big Eyes" — 73 "I'm a Jack-o-Lantern" — 75 *American Singer* — Book I "Funny Witches" — 55 "Brownies and Witches" — 55 "Pumpkins" — 57 **Records** Phoebe James AED—15 "Halloween Rhythms" Bowman Records "Holiday Rhythms" Bassett and Chesnut "Rhythmic Activities for Holidays" Columbia—14162 "Dance Macabre" **Special materials** Have a box with many different masks and hats which children can try on

Halloween is a good time to help the child who is afraid of masks and costumes. It is also a good time to help a child work through his fear of the dark.

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* Model clay pumpkins, witches, cats, brooms, etc.

** Dramatize Fun on Halloween.

EXPERIENCES CENTERING ABOUT SPECIAL OCCASIONS (Continued)

Thanksgiving

Understandings

Thanksgiving is a special "Thank you" day for all that we have

Families celebrate Thanksgiving in different ways

Possible Activities

Talk about
- Why we have Thanksgiving
- The many things and relationships which make us glad
  - love and health of family
  - health
  - food and clothing
  - friends
- The plans our families have for Thanksgiving
- Why we are thankful on all days
- The harvest activities and preparation for winter
- The symbols of Thanksgiving
  - church — turkey — cornucopia, etc.

If possible, bring a live turkey into the classroom

Make a "Thank You Book" using magazine pictures children bring from home or pictures children draw

Model turkeys, pumpkins and food from clay

During rhythms dramatize turkeys, ducks, walking to church

Role play
- Inviting guests for dinner
- Setting the table for dinner
- Preparing for Thanksgiving

Sources of Information and Materials

Lenski, *Now It's Fall*—Oxford
Tresselt, *Autumn Harvest*—Lathrop
Bryant, *Stories Children Want*—Houghton
  "Lame Squirrel's Thanksgiving"
Osswald, *Hundreds of Turkeys*—Heath
Conger, *Golden Holiday Book*—Simon and Schuster
Foster, *Happy Holidays*—Rand McNally
Martin, *Brave Little Indian*—Winston
Daylush, *The Thanksgiving Story*

Poems

The Golden Flute
  There's A Big Fat Turkey—Unknown
  Thanksgiving Day—Child

Songs

American Singer, Bk. I
  "Thanksgiving Day" — 56
  "Gobble"
  "Thanking God" — 58
Kindergarten Book
  "Thanksgiving Is Coming" — 76
  "Company Is Coming" — 76
  "Gobble, Gobble" — 77
  "Prayer" — 77
Our First Music
  "Thank Thee Lord" — 166
  "Over the River" — 164

Records

Victor 11-8302
  "Indian War Dance"
Phoebe James AED 15
  "Holiday Rhythms"

Participation in holiday activities is important to children. It helps them to understand, and accept the customs and mores of their environment. The celebration of Thanksgiving as a joyous harvest festival is within their scope of understanding. The history of Thanksgiving should come later in their experience. Thanksgiving interest may follow or lead into experiences centered around the farm.

EXPERIENCES CENTERING ABOUT SPECIAL OCCASIONS (Continued)

Christmas

Understandings	Possible Activities	Sources of Information and Materials
Christmas is a holiday with which we associate certain symbols	Talk about the coming holiday season and the activities associated with it the many symbols and signs of Christmas and learn their names Santa Claus — is he real?	**Stories and Books** Bryant, *How to Tell Stories to Children*—Houghton "Golden Cobwebs" "Why the Evergreens Keep Their Leaves in Winter"
Christmas is a time of "giving" as well as "getting"	the plans for Christmas at home how we can decorate our room and Christmas tree how we can make Christmas happy at home	ACEI *Told Under the Magic Umbrella* "Gissing and the Telephone" "A Happy Christmas Tree" ACEI *Told Under the Blue Umbrella* "Little Blue Dishes" "A Little Child"
Christmas is a birthday celebration	Art activities Decorate the room with Wreaths in playhouse windows Christmas candles Christmas angels Door decoration of bells and evergreen Christmas scenes on the bulletin boards other Christmas symbols wherever appropriate holly, poinsettia, stockings, candy canes, etc. many of these can be used for a Christmas mobile	Bragg, *The Little Engine That Could,* Platt and Unk Conover, *Holiday Story Sampler,* Whiteman, "Animal's Christmas Tree" Dempster, *Santa's Toy Shop* Simon & Schuster Foley, *Christmas in the Country* Simon & Schuster Wilde, *Snowman's Christmas Present* Random Moore, *The Night Before Christmas* Lippincott Francoise, *Noel for Jeanne-Marie* Scribner

EXPERIENCES CENTERING ABOUT SPECIAL OCCASIONS (Continued)

Christmas

(Continued)

Understandings

Possible Activities

Make simple gifts to take home
these should be something children
can do by themselves—not
teacher's gift

A folder of work
Christmas cards
Candle holders
Breakfast place mats
An ornament for the Christmas
tree

Make tree ornaments

Safety should be stressed by using fire-proof materials, such as foil paper or plates, pipe cleaners, Christmas beads, glitter, styrafoam, sequins, feather fringe

Music and Rhythms

Learn many Christmas songs that can be sung around the tree or for a program

Choose some from each of the following groups

Toys — Santa
Traditional
Christmas symbols

Sources of Information and Materials

Mariana, *Miss Flora McFlumsey's Christmas Eve*, Lothrop
Walters, *The Real Santa Claus*, Lothrop
Harper, *Merry Christmas to You!* Dalton

Poems

Golden Flute
"Bundles"—Farrar
"My Doll Hung Her Stocking Up," Unknown
"Santa Claus and the Mouse," Poulssen
Very Young Verses
"The Friendly Beasts"
'When Santa Comes"
Sung Under the Silver Umbrella
"Why Do Bells at Christmas Ring?"

For a Child

"Christmas Coming"
"Old Christmas Carol"
"Christmas For Me"
"Christmas Morning"

Audio-Visual Aids

Commercial and magazine pictures
Encyclopaedia Britannica
"Christmas Gift"
"Christmas Rhapsody"
Family Films, Inc.
"Christmas Spirit"

EXPERIENCES CENTERING ABOUT SPECIAL OCCASIONS (Continued)

Christmas

(Continued)

Understandings	Possible Activities	Sources of Information and Materials
	Dramatize toys and Santa dolls of various kinds rocking horse planes and trains jumping jacks and tops soldiers jack in the box Children can help plan how to use these around a theme such as a "toy store" or "a visit from Santa Claus" Make use of rhythm instruments to accompany songs and dramatizations Plan a Christmas program using the songs, rhythms, stories and poems that have been a part of the daily activities	**Songs** *Our First Music* "Christmas Is Here" — 223 "Away In A Manger" — 226 *American Singer* Bk. I "Christmas Bells" — 58 "Jingle, Jingle" — 60 "I'll Hang My Stocking" "Jingle Bells — 154 *Another Singing Time* "Tiny Bells" — 8 "Dancing Around the Christmas Tree" — 43 *Kindergarten Book* "Silent Night" — 81 "Santa Helpers" — 82 *Music for Young Americans* — Kdg. "Santa Claus Is Coming" — 116 "Oh Christmas Tree" — 117 "We Wish You A Merry Christmas" —118 "Christmas Day" — 118 **Records** See record list in music section Most rhythm collections include toy rhythms Any good records with traditional Christmas music **Special Material** Fire-proof materials for tree decorations A beard and hat for Santa

Christmas is of tremendous importance to kindergarten children. The teacher should choose activities which will provide for a sharing of work, enthusiasm and anticipation. It is important to select experiences carefully so that there can be enjoyment without undue tension.

EXPERIENCES CENTERING ABOUT SPECIAL OCCASIONS (Continued)

Patriotic Holidays

The historical significance of the birthdays of Washington, Lincoln, and Veteran's Day is too far advanced for the kindergarten. The simple information that these men loved and served our country and flag in a very special way, is within their understanding and may be used as a basis for learning a few simple facts about our flag and our country.

Valentines

Valentine's Day in the kindergarten should encourage to be more mindful of others—a day to have fun and share friendships.

Easter

Most children's concepts of Easter are usually limited to bunnies, colored eggs, and new clothes. This provides the teacher with a wonderful opportunity to enlarge their world to include Spring and the awakening of nature.

May Day

May Day is a time to share the joy of spring time with relatives and friends. Make colorful baskets laden with flowers, cookies, or candies and deliver them.

Mother's Day and Father's Day

Children can express appreciation to their Mother and Father by learning an appropriate song or verse.

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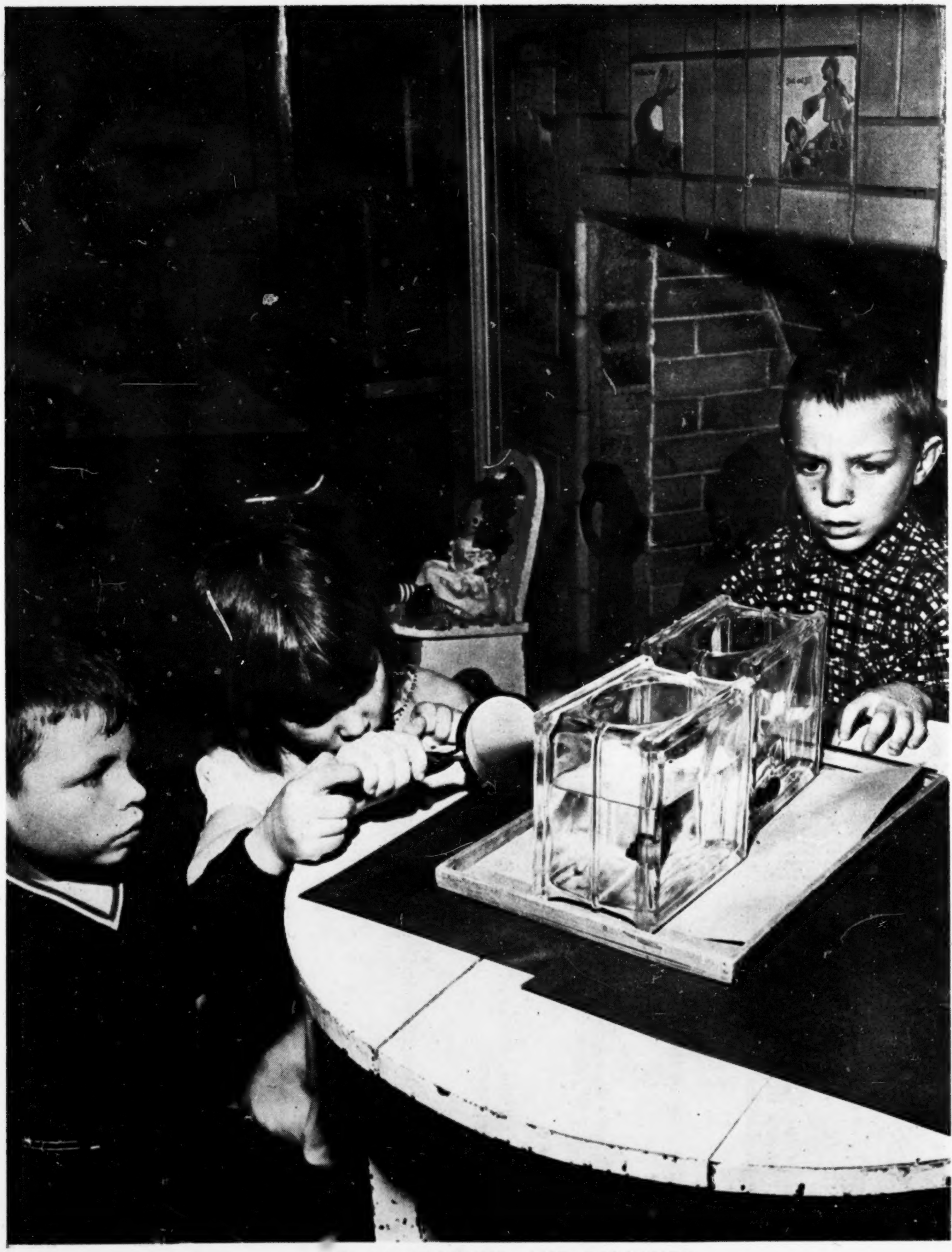
Indianapolis Public Schools, *Kindergarten, A Tentative Guide for Teachers.* Indianapolis, Indiana, 1956.



. . . AND TO WONDER AND DISCOVER

SCIENCE IN THE WORLD AROUND US

The world is so full
Of a number of things—

The kindergarten child is in an age of discovery and wonder. Stars, shadows, plants, animals, lightning, steam, weather—all bring questions. *What is it? How does it work? Why does it do that? What is it for?* These questions invite experimentation, observation, gathering information—all activities important to the scientist.

Science experiences and social living experiences are closely related. When children talk about the properties of snow, it is science. When they learn how people dress warmly or adjust their recreation to snow, it is social studies. A social living interest centering in the playhouse may result in discussions of food and health. The guiding principles which apply to planning experiences in social living are pertinent in planning science experiences.

2. Science in the World Around Us

The main objectives of science experiences should be

- to help children better understand the physical environment in which they live
- to encourage an attitude of questioning

  What? How? Why?
- to encourage accurate observation and reporting

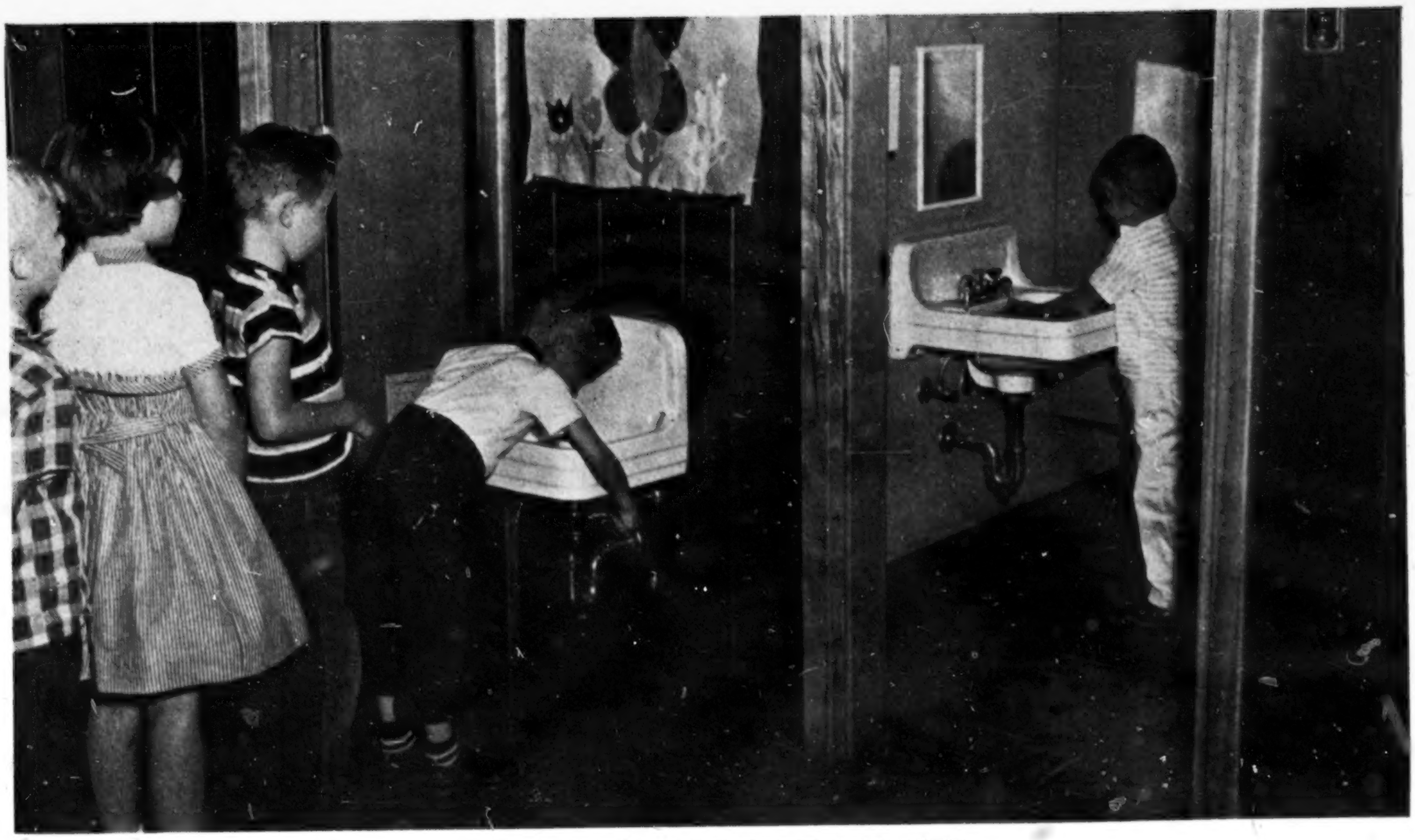
Children learn science concepts through:

- observing
- experimenting
- using visual aids
- discussing
- referring to books as a source of information
- questioning adults

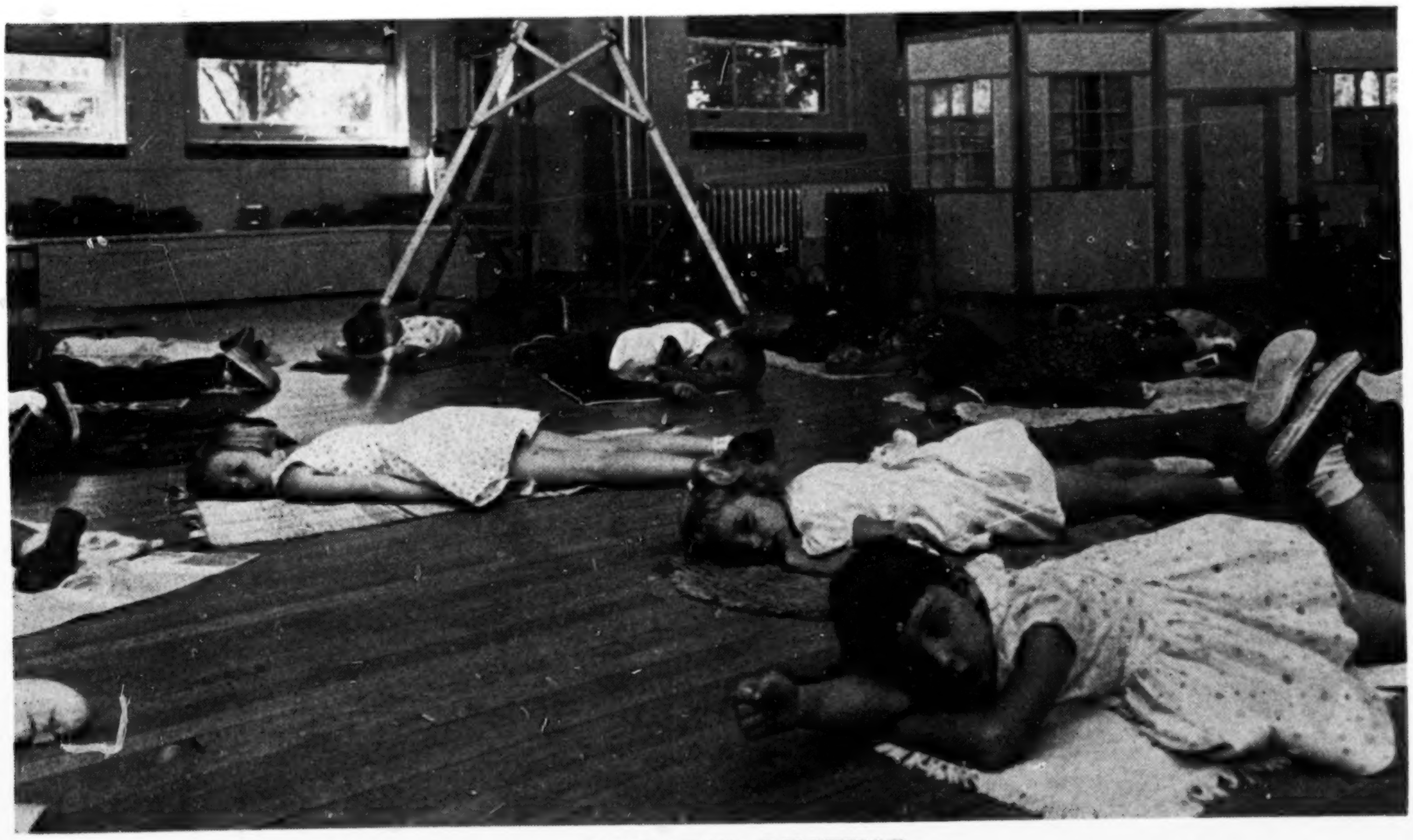
Though children living in the city, in a small community, or on the farm may not ask the same questions, science is a part of everyday living for every child. Some interests will carry over for several days or recur throughout the year. Others will be short experiences in experimentation observation to answer immediate questions. The teacher will need to be sensitive to the time element.

The teacher must always maintain an attitude of questioning and skill in observation and reporting. Children may ask questions she cannot answer. Rather than ignore these, she can suggest that they all try to find the answer for the next day. Investment in a few good science books will be a valuable resource at all times.

. . . AND GUARDING HEALTH



. . . AND HEALTHFUL HABITS



. . . AND FOR RESTING

HEALTH

Understandings

There are many people who help us keep healthy, nurse, doctor, dentist, mother, father, oculist.

Good health habits help us keep well.

We enjoy things more when we are well.

People like to be with us when we are healthy.

Possible Activities

Talk about:

The coming visit to the nurse
- to be weighed and measured
- for scalp examination
- to have our eyes tested
- for first aid

The doctor's visit to the school
- for physical examinations
- for immunization
- to examine our teeth
- to test our hearing

Mother and father help us keep well
- provide good food
- give us warm clothing to wear
- take us to the doctor
- seeing that we get enough rest

The importance of good health habits
- cleanliness
- proper rest
- good diet
- dress to suit the weather

How you feel affects what you do
- cross people are usually not well
- happy people are well people

Observe:

What to do when ill.
Importance of eating only your own apple or sucker.
How food, rest, exercise, and sunshine make us grow.
The proper way to wash your hands.
The proper use of handkerchiefs and tissues.
The proper use of the drinking fountain.
The proper use of a toothbrush.
Good ways to relax.
How to care for a scratch or a cut.

Sources of Information and Materials

Books and Stories

Tresselt, *Wake Up*
Lothrop, *Farm*
Green, *Everybody Eats*—Scott
Brown, *A Child's Goodnight*—Scott
Petersham, *Off to Bed*—Macmillan
Anglund, *A Friend is Someone Who Likes You*—Harcourt
Krauss, *The Growing Story*—Harper
Beim, *The Smallest Boy in the Class*—Morrow
Green, *Everybody Has a House*—Scott
Greene, *I Want to be a Doctor*
Greene, *I Want to be a Nurse*
Lenski, *I Like Winter*—Walck
Lenski, *Now it's Fall*—Walck
Lenski, *Spring is Here*—Walck

Poems

Here, There and Everywhere
  "Mary Ann's Luncheon"—Aldis
Poetry Time
  "The Mitten Song"—Allen
  "My Zipper Suit"—Allen
  "Golashes"—Bacmeister
  "Little Red Sled"—Bush
  "Animal Crackers"—Morley
  "The Water That Jack Drank"—Scott

HEALTH (Continued)

Possible Activities

Experiments:

Have several children wear white cotton gloves for a short time and see how quickly they become dirty.

Record weather changes on calendar.

Melt snow and let children see dirt it has collected.

Use small mirrors to see our smiles.

Mark our heights on a class chart in fall and spring. Note how much we have grown.

Have children plant seeds and note the need for water and sun.

Related Activities:

Show on the bulletin board
- how to dress to meet weather changes
- pictures of fruits, vegetables, meats, and dairy products.
- pictures of doctor, dentist and nurse.

Dramatize
- the work of the nurse and the doctor
- getting ready for school
- eating a good lunch
- a visit to the doctor and dentist
- what to do when we are ill.

Encourage children to interpret health activities with crayon, paint, and the like.

Films and Film Strips

Coronet,
  Alexander Learns Good Health
  How Billy Keeps Clean
  John Avoids a Cold
Association Films
  How to Catch a Cold
Encyclopaedia Britannica
  Sleep for Health

Songs

Our First Music	
Good Gingerbread	18
Jumping Rope	290
American Singer	
Shopping	22

The school, parents, health officers, and children themselves should all recognize the importance of health. Since children are dependent on adults for health protection it is the responsibility to develop a health program closely related to the daily life and experiences of the children in the school, at home and in the community. An important phase of this is helping children with fears of the dark, the nurse, the doctor, and the like.

FALL

Understandings	Possible Activities	Sources of Information and Materials
Nature goes through a change with each different season of the year.	*Talk about* the world outdoors— the changing weather the changing colors how each plant grows from its own kind of seeds the different ways seeds travel how birds and animals prepare for winter the different things we see on the way to school	**Books** Tresselt. *Johnny Maple Leaf*. Lothrop. Tresselt. *Follow the Wind*. Lothrop. Tresselt. *Autumn Harvest*. Lothrop. Lenski. *Now It's Fall*. Oxford. Weber. *Travelers All*. Wm. R. Scott. Lathrop. *Who Goes There*. Macmillan Schneider. *Let's Find Out*. Wm. R. Scott. Huntington. *Let's Go Outdoors*. Doubleday. Krauss. *The Growing Story*. Harper.
All plants and animals must get ready for winter and cold weather.	*Talk about* how our families are preparing for winter warm clothing storing food ready the house with storm windows and so forth garden activities at home readying the car for winter	**Poems** *Time for Poetry.* "September" — Fallis "Down, Down" — Farjeon "Fall" — Fisher *Golden Flute* "Autumn" .... Knipe "Autumn Fires" .... Stevenson "Autumn Races" .... Stapp "Jack Frost" .... Davis "Jack Frost" .... Unknown
All plants and animals have an interesting and different life cycle.	*Observe* the sky on different kinds of days the wind and rain (snow) the plants and trees in the neighborhood the changes in leaves, color——falling—drying birds flying south	**Films** Encyclopaedia Britannica Grey Squirrel Autumn on the Farm Seasons of the Year Indiana University Chucky Lou

FALL (Continued)

Understandings

Possible Activities

squirrels or any animals in the immediate environment that may be storing food, growing a thicker coat, etc.

leaves—observe differences in shape color, size

seeds—observe differences in shape, color, size, the ways they are scattered

- by the wind
- by sticking to people's clothing and animals' fur

Experiments:

Find out how different seeds travel—milkweed, four o'clock, burrs, and so forth.

Plant some seeds in sponges, and so forth. (See section on Living Things—Animals, page 82)

Open some fruits and observe seeds

Open some seeds and observe the tiny embryo plant inside (bean)

Observe different kinds of caterpillars and animals which make cocoons or chrysalises

Gather cocoons of various kinds and place in small cage until moths or butterflies develop in the spring.

Sources of Information and Materials

Songs

The American Singer — Book I

"Falling Leaves"	34
"November Winds"	36
"Autumn"	32
"The Empty Nest"	33
"Fluffy"	77

The Kindergarten Book. Ginn

"Like a Leaf"	97
"The Leaves"	99

Another Singing Time

"Three Red Apples"	24

Records

CRG—"Rainy Day"
CRG—"Creepy the Crawly Caterpillar)
(See record listing in Music Section)

Special Materials

Collections of
  leaves, seeds, gourds, pumpkins, fruits, vegetables, cat tails,
milk weed, and so forth
Simple cocoon cages
Containers for flowers, seed collections, and so forth
Thermometer, weather chart

FALL (Continued)

Understandings	Possible Activities	Sources of Information and Materials
	Related activities	
	Sort and arrange nature materials attractively— flowers, leaves, shrubs	
	Bring in plants for the classroom and arrange in a rock garden or fernery.	
	Learn the names of fall colors and use them in coloring, cutting and pasting and painting activities.	
	Press and mount leaves.	
	Make leaf prints— friction crayon prints spatter or sponge paint blue print paper.	
	In rhythm period:	
	Mimetic play— twirling leaves, birds flying south, squirrels gathering nuts, wind and rain.	

Children bring flowers to Kindergarten almost from the first day. As these are shown and discussed, possibilities open up for many more experiences than are suggested in this report. The teacher will need: to survey the community to determine the kinds of experiences appropriate; to have accurate information on natural science; understand some of the appropriate social science implications.

The activities of Fall lead naturally into those for Winter. Most adults think of winter as a long and dreary season but children grow to love it and to look forward to it as a happy time of year.

WINTER

Possible Activities

Nature goes through a change with each different season of the year.

All plants and animals need to protect themselves from cold weather in winter.

Winter time is a time for fun out-of-doors.

Understandings

Talk about

the signs of winter—those we have seen and those to look for

how birds, insects, and animals prepare for winter

how people prepare for winter
some of the things we like

about winter

the differences in the way people live in winter and summer

safety in winter—with sleds, snowballs, ice, etc.

how we have fun in winter
the trees in winter.

Observe

branches of barren trees and the leaf buds

snow falling

snow flakes through a magnifying glass

winter skies and clouds

how the thermometer registers changes in temperature indoors and outdoors

how the sun doesn't seem as warm as it does in summer.

any neighborhood animals and their activities

animal tracks in the snow
frost on the window panes

dirt left in melted snow
that evergreen trees keep their leaves.

Sources of Information and Materials

Books

Burton. *Katy and the Big Snow.* Houghton
Hader. *The Big Snow.* Macmillan.
Lenski. *I Like Winter.* Oxford.
Tresselt. *White Snow, Bright Snow.* Lothrop.
Adshead. *All Ready for Winter.* Junior Literary Guild.
Bannon. *Red Mittens.* Houghton.
Lindman. *Snip, Snap, Snurr and the Yellow Sled.* Whitman.
Lindman. *Flicka, Ricka, Dicka and Their New Skates.* Whitman.
Steiner. *Kiki Skates.* Doubleday.
Krauss. *The Happy Day.* Harper.
Schlein. *Go With the Sun.* Scott.
Beskow. *Pelle's New Suit.* Harper.
Brown. *Indoor Noisy Book.* W. R. Scott.
Brown. *Winter Noisy Book.* W. R. Scott.

Poems

Time for Poetry

"Mitten Song"	Allen
"Ice"	Aldis
"First Snow"	Allen
"Snow"	Aldis
"Falling Snow"	Unknown
"Galoshes"	Balmeister

Sung Under the Silver Umbrella

"My Zipper Suit"	Allen

WINTER (Continued)

Understandings

Possible Activities

Experiment by

working with snow sculpture outdoors
bringing a small snowman into the room and see what happens
placing water in a small jar and placing outdoors to freeze (Notice the expansion)
sprinkling salt on ice and seeing what happens
making a feeding station for birds and squirrels, using an old Christmas tree or shelves
measuring snow to see how much has fallen

(See section on "Light"—page 86)

Related activities

Go outdoors for fun in the snow—
  ride on sleds
  build snowmen
  run in the snow
  make snow pictures
  play snow games
Decorate bulletin boards with cut snowflakes and snow scenes.
Encourage children to interpret winter activities with crayon, paint, cut paper and clay, fingerpaint.
Draw snow scenes using white crayon or chalk on dark paper.

Rhythms — mimetic play —

walking in the snow
making a snow man
rolling and throwing snow
skating, sledding
shoveling the walk.

Sources of Information and Materials

Films

Encyclopaedia Britannica
  "Play in the Snow."
  "Seasons of the Year."
Coronet.
  "What the Frost Does"
Young America Films
  "In the Winter."

Songs

The American Singer, Book I
  "Coasting" — 36
  "Winter" — 37
The Kindergarten Book. Ginn.
  "The Snowman"—101
  "I'm Glad It's Snowing" — 101
  "Without a Sound at All" — 102
Our First Music
  "January" — 239
  "The Snowflakes" — 240
  "My Snowman" — 242
Music for Young Americans—Kg
  "The North Wind's Song"—42
  "The Shivers" — 44

Records

See record list in music section
  CRG—"Winter Fun"

SPRING

Understandings

Nature goes through a change with each different season of the year.

The coming of Spring means new life in plants and animals.

All plants and animals have an interesting and different life cycle.

Possible Activities

Talk about

- the earliest signs of spring—
  - other signs to look for
- changes in spring weather
- how the wind helps us
- why we like spring
- spring activities at home—
  - gardening, house cleaning
  - different types of clothing
- thunder and lightning—
  - help children with their fears
- where the rain and the snow go.

Observe

- a windy day
  - clothes blowing
  - the school flag
  - the clouds moving
  - the way the wind pushes us
- a rainy day
  - rain clouds and the dark sky—the rainbow
  - fast drying walks
- the signs of spring
  - warmer days
  - plants budding and leafing
  - the return of birds, the building of nests
  - seeds growing
  - butterflies emerging
  - flowers blooming
  - baby animals in the neighborhood
  - toads and turtles coming out of hibernation in the aquarium
  - shapes and colors of flowers.

Sources of Information and Materials

Books

Lenski, *Spring Is Here.* W. R. Scott.
Tresselt. *Follow the Wind.* Lothrop.
Tresselt. *Hi, Mr. Robin.* Lothrop.
Adelson. *The Blowaway Hat.* Reynall.
Brown. *Pussy Willow.* Simon and Schuster.
Krauss. *The Growing Story.* Harper.
McCloskey. *Make Way for Ducklings.* Viking.
Fish. *When the Root Children Wake Up.* Lippincott.
Flack. *The Restless Robin.* Houghton.
Tresselt. *Rain Drop Splash.* Lothrop.
Webber. *Bits That Grow Big.* W. R. Scott.
Baruch. *Pitter Patter.* W. R. Scott.
Beauchamp. *Look and Learn.* W. R. Scott.
Brown. *Willie's Walk to Grandmama.* W. R. Scott.
Huntington. *Let's Go Outdoors.* Doubleday.
Mitchell. *Guess What's In the Grass.* W. R. Scott.
Schneider. *Let's Find Out.* W. R. Scott.
Smock. *Little and Big.* Abingdon.
Webb. *Birds in Their Homes.* Garden City.
Wiese. *Fish In the Air.* Viking.
Webber. *Up Above and Down Below.* W. R. Scott

Poems

Sung Under the Silver Umbrella

"Wise Johnny" — Fallis.
"Fuzzy Wuzzy" — Schulz
"Down in the Hollow" — Fisher
"Daffodils" — Hokku

SPRING (Continued)

Understandings

Possible Activities

Experiments

Plant seeds gathered in the fall
—in soil
—on a blotter or cotton.

Force leaves and blossoms of forsythia, pussy willow, etc.

Force sprouting of potato, onion, carrot and beet tops for a dish garden.

Root cuttings of geranium.

Hatch chicken eggs. (See Living Things—Animals, pp 82;
Living Things—Plants, pp 81.)

Use prisms to see rainbow colors.

Go for a walk with pin wheels you have made.

Fly kites.

Keep a weather chart and note the various kinds of weather during the month.
(See experiments—
Lige—pp 86. Air—pp. 84.)

Related activities

Interpret spring and spring activities in crayon, paint, cut paper.

Construct simple kites and pin wheels.

Construct bird houses of boxes or wood.

Make birds, flowers, etc.

Make a spring mobile by suspending birds, flowers and the like from a coat hanger.

Make a frieze showing children's activities in spring.

Sources of Information and Materials

Poetry Time

"Little Wind"—Greenway
"Windy Wash Day"—Aldis
"White Sheep, White Sheep"—Unknown
"Rain, Rain, Go Away"—Mother Goose
"The Rainbow"—de la Mare
"Spring"—Behn
"The Wind"—Stevenson
"My Shadow"—Stevenson

Films

Encyclopaedia Britannica
"Hare and the Tortoise"
"Adventures of Bunny Rabbit"
"Gray Squirrel"
"Spring on the Farm"
"Robin Redbreast"

Coronet
"Seasons of the Year"
"Blow, Wind, Blow"
"One Rainy Day"

Heidenkamp
"The Bluebird"

Songs

American Singer — Book I

"Pussy Willow"
"Spring Is Here"
"It's Raining"
"The Robin's Call"
"The Seasons"

SPRING (Continued)

Understandings

Possible Activities

Rhythms and Mimetic Play

- butterflies and birds flying
- birds building their nests
- flowers growing
- Spring, wind and rain
- bunnies hopping
- ducks waddling
- windmills turning
- trees blowing and bending
- gathering flowers
- swinging, seesawing
- jumping rope

Sources of Information and Materials

Music for Young Americans—Kindergarten

"Spring"
"Spring is Coming"
"A Robin's Call"
"Little Redbird"
"Buterflies"

Records

CRG—"Rainy Day"
CRG—"Creepy, the Crawly Caterpillar"
CRG—"Out of Doors"
CRG—"My Playmate, the Wind"
CRG—"My Playful Scarf"
CRG—"When the Sun Shines"

Children respond readily to the color, music and new life of Spring. Late spring activities lead naturally into discussions and observations of the coming Summer.

PETS

Understandings

There are many kinds of pets—

cat, dog, rabbit, hamster, white rat, guinea pig, canary, parrot, parakeet, hen, gold fish, guppy fish, turtle, frog and toad, snake, snail, duck, goat, fawn, pony and lamb.

Develop interest and kindness toward pets.

Possible Activities

Discuss

our pets—proper care and feeding.

Bring

pets to school to share with other children.

(It is suggested that warm blooded animals not be kept in the class room room more than a day or two because they carry diseases.)

Sources of Information and Materials

Books and Stories

Davis. *Timothy Turtle.* Harcourt, Brace
Lenski. *A Dog Came to School.* Oxford.
Flack. *Angus and the Ducks.* Doubleday.
Encyclopedia Britannica. *Adventures of Bunny Rabbit.* Britannica Press.
Keeler. *The Contented Little Pussy.* Platt and Munk.
Hogan. *Nappy Chooses a Pet.* Dutton.

. . . TO OBSERVE AND LEARN

PETS (Continued)

Understandings

Learn the responsibilities a child must assume in care of pets.

Become aware of family group of pets, their characteristics and habits.

Possible Activities

Visit

some pet store in the neighborhood.

Observe

our pets doing different things, eating, sleeping, moving, making sounds.

legs, feet, claws, teeth, ears, beak and the like.

Experiences

Have animals walk on paper with wet feet to observe tracks they make.

Learn pets need proper foods in adequate amounts to grow strong and healthy.

Note seasonal changes in animal covering.

(See section on Living Things—Animals, page 82.)

Show pictures of various kinds of dogs, cats, etc.

Note likenesses and differences.

Related Activities

Make pet book using children's pictures

Make scratching post for visiting cat at work bench.

Sources of Information and Materials

Books and Stories (Continued)

Blough. *The Pet Show.* Row, Peterson.
Williams. *Timid Timothy.* Scott.
Gag. *Millions of Cats.* Cadmus.
Britcher. *The Funny Noise.* Grosse & Dunlap.
Brock. *The Greedy Goat.* Knopf.
Carroll, Ruth and Latrobe. *Pet Tale.* Oxford.
Charles. *Roundabout.* Warne & Co.
Flack. *Story About Ping.* Viking.
Flack. *Tim Tadpole and The Great Bullfrog.* Doubleday.
Seaman. *Brave Bantam.* Macmillan.

Poems

Time for Poetry

My Dog	68
Cat	74
Mice	89

Films

Mitten, the Kitten	COR
Care of Pets	*Encyclopaedia Britannica*

PETS (Continued)

Understandings

Possible Activities

Sources of Information and Materials

Songs

The Music Hour
The Pet Bird 6
Bow wow-wow! 4
My Pony 32
Funny Little Bunny 106
The Kindergarten Book
Little Duck Duddle 118
Mrs. Hen and Little Chick 115
American Singer
Ducks 68
Golden Songbook
I Love Little Pussy 23
Music for Young Americans
Parakeet 70
Guppies 73

Records

Muffin in the City .... CRG
Muffin in the Country .... CRG

Special Materials

Cage for pets who visit school
Aquarium
Turtle dish

Children are interested in animals. Some children are a little afraid, but find them fascinating, while others want them for pets. Children find opportunities for first-hand contacts with animals very satisfying. They provide essential experiences for a growing sympathy and understanding of animal life.

FARM ANIMALS AND RODEO

Understandings

There are different kinds of farms and ranches.

Many kinds of animals live on farms or ranches.

Our food comes from farms and ranches.

Possible Activities

Discuss

A child's account of his visit to a farm or ranch. Show and discuss farm and ranch pictures.

Read stories about the farm or ranch.
View a film about the farm or ranch.

Sources of Information and Materials

Books

Lenski. *Little Farm.* Oxford.
Brown. *The Little Farmer.* Scott.
Ipcar. *One-Horse Farm.* Doubleday.
Tresselt. *Wake Up Farm.* Lathrop.
Kraselovsky. *The Cow Who Fell in the Canal.* Doubleday.

FARM ANIMALS AND RODEO (Continued)

Understandings

Farmers and cowboys have fun at rodeo and stock shows. They win prizes for livestock, riding, and the like.

Possible Activities

Discuss farmers' and cowboys' life on farm or ranch.

travel of cowboy to different rodeos or stock shows held in other cities during the year.

cowboys' winning of prizes by riding and roping.

that real cowboys are not like those on TV.

the work a farmer does.

Observe

picture of cow, horse, sheep, pig, goat, chickens, duck, etc.

what animals look like
the sound they make

name of mother and baby

what they eat and drink.

What animals give us:
milk, butter, cheese, ice cream, meat, leather, and so forth.

where they live.

that animals are judged and that best are given ribbon prizes

that some are sold for meat

that some are for show only

that some are for riding and roping only

that rodeo clowns protect cowboys.

that the farmer grows many kinds of food.

Sources of Information and Materials

Books (Continued)

McGinley. *The Horse Who Lived Upstairs.* Lippincott.
Krum. *The Four Riders.* Follet.
Piper. *Three Little Pigs.* Platt & Munk.
Hader. *Cock-a-doodle-doo.* Macmillan.
Ipcar. *World Full of Horses.* Doubleday.
Lenski. *Cowboy Small.* Oxford.
Steiner. *Giddy-up! Giddy-up!* Doubleday.
Mitchell. *A Year on the Farm.* Simon and Schuster.
Tresselt. *Sun up.* Lathrop.

Poems

The Golden Flute

Farm Life	79
The Hayloft	81
The Cow	
The Barnyard: *Time for Poetry*	108
The Egg: *Time for Poetry*	112
The Ducks: *Time for Poetry*	116

Films

The Farmer	EBF
Farmyard Babies	COR
Little Black Lamb	EBF
Shep—The Farm Dog	COR
Sparky, The Colt	COR
Farm Animals	EBF
Frisky, The Calf	COR

FARM ANIMALS AND RODEO (Continued)

Understandings

Possible Activities

Experiments

Bring ear of corn from the farm.

Note the changes as it dries.

Bring other grain and let it germinate.

Make butter and use for a snack.

Make a collection of interesting farm items to bring back for the science table — grain, feathers, fruit, vegetables, eggs, beans, seeds, flowers, old bird nest, stones, etc.

(See section on Living Things — Animals: page 82)

Related Activities

Build farm or rodeo of floor blocks, using wooden farm animals, people, and cardboard boxes for buildings to enrich dramatic play.

Color and paint farm and rodeo pictures.

Cut and paste stand-up animals and cowboy.

Make animals of cork and toothpicks.

Make trucks, cars, and so forth from wood at work bench.

Mold animals and cowboy from clay.

Mimetic rhythmic play of farm animals, cowboys, and rodeo activities enriches the farm and ranch experiences.

Sources of Information and Materials

Songs

Another Singing Time	
The Farmer and His Animals	35
This Little Pig Went to Market	39
The Kindergarten Book	
My Pony Bill	111
Galloping Horses	52
American Singer	
Little Sheep	68
Ducks	68
Chickens and Ducks	69
Twenty Little Songs	
My Pony	13
Red Rooster	7
Birchard Music Series—Kindergarten	
The Cowboy	53
The Cows	53

Records

Phoebe James AEDI
  Five Little Ponies
  Work Horses

Estamae RE 103
  Cowboy Hat and Lasso

CRG 5001-5004-50 P
  Grandfather's Farm
  Let's Go to the Rodeo
  Ride 'em Cowboy

The kindergarten child can begin to understand the source of our food and appreciate the farmer or rancher for his work.

ZOO ANIMALS AND CIRCUS

Understandings

Zoo or circus animals have certain characteristics.

Animals need good care.

Safety rules need to be observed when children are around animals.

Possible Activities

Talk about

a trip to the zoo.

individual children's trip to the zoo or circus.

story, picture, or book about zoo or circus animals.

zoo keeper and his duties.

Observe

through excursion and pictures
lions, tigers, zebra, elephant,
bears, monkeys, giraffe, and seal
color, size, body covering,
outstanding physical characteristics, likenesses, and differences.
different ways animals sleep, walk, eat, and live together with their own kind.
tricks some animals can do
performers in the circus—
  clown, tight rope walker, animals, trainer, trapeze artist, ring master.

Science Discussion

Difference of the habits and nature of wild animals, as contrasted with domestic animals.
Nature provides protection by markings, color, scent, strength, cunning, swiftness, poison, claws, and the like.
Observe that some animals have horns and antlers
some animals have bushy tails
and others have smooth tails
some have big flat feet, and
others have small feet, or hooves
some have long ears and
others short ears
that cattle, horses, dogs, cats, descended from wild animals.
(See section on "Living Things—Animals", page 82)

Sources of Information and Materials

Books

Williamson. *Baby Bear*. Doubleday.
Rey. *Curious George*. Houghton.
Zim. *Elephants*. Morrow.
Humphrey *Zoo Book*. Houghton.
Robinson. *At the Zoo*. Macmillan.
McClung. *Spike, the Story of a White Tail Deer*. Morrow.
Hader. *Lost in the Zoo*. Macmillan.
Dr. Seuss. *If I Ran the Zoo*. Random House.
Duviosin. *Happy Lion*. McGraw.
McCloskey. *Make Way for Ducklings*. Viking.
Krauss. *Bears*. Harper.
Petersham. *The Circus Baby*. Macmillan.
Muller. *Little Monkey With Wings On*. Harper.
Rogan. *Giraffe Twins*. Dutton.
Couger. *Circus Time*. Simon and Schuster.
Fenner. *Circus Parade*. Knopf.
Hogan. *Twin Seals*. Dutton.

Poems

The Golden Flute	
Furry Bear	46
Little Brown Bear	21
The Elephant	25
The Elephant's Trunk	36
The Hippopotamu	38
When We Were Very Young	
At the Zoo	46

Films

Animals of the Zoo	EBF
Black Bear Twins	EBF
Circus Animals	BFS
Circus People	ACF
Circus Day in Our Town	EBF

Songs

Kindergarten Book	
Monkey	120
Giraffe	120

ZOO ANIMALS AND CIRCUS (Continued)

Understandings

Possible Activities

Related activities

Draw and paint circus and zoo animals and related pictures.

Make clay animals.

Make cages of blocks or cardboard boxes. Strips or straws may be fastened to front as bars.

Make pennants to be used as room decorations.

Cut out clown faces with funny hats and ruffs.

Make circus ring of blocks.

Build a ticket booth of blocks.

Make play money and tickets.

Make simple costumes, such as:
animal heads of paper bags
with openings for face or ears
fastened to head bands.

Make animal tails of braided rope or paper strips.

Make whip of folded paper for ring master.

Make umbrella of paper plate fastened to stock for tight rope walker; clown hats made of triangles fastened to head band. Ruffs may be fastened around neck, wrists, or ankles.

Crepe paper bows or skirts made for those with balls or rope jumpers.

Head bands for members of circus band.

Heavy paper flippers made for seals.

Sources of Information and Materials

Music Hour	
At the Zoo	32
The Bear	29
Another Singing Time	
A Song About an Elephant	14
Our First Music	
The King of Beasts	140
Hoppity Kangaroo	324
Hunting the Deer	132
Music for Young Americans	
Panda	61
The Camel	67
The Pony	68
Birchard Music Series—Kindergarten	
The Seal	86
The Clown	86
The Hippo	89
The Panther	89

Records

Let's Play Zoo	YPR, No. 802
Train to the Zoo	CRG, No. 1001
Carnival of the Animals	Victor No. 785
Animal Fair	Columbia, No. MJV
Four Bears	CRG, No. 1009

It is not desirable at this level to have an explanation study of animals. A few simple facts about some wild animals are sufficient.

Kindergarten children enjoy the colorful good times of a circus. Their interest develops quite naturally when conversation turns to the excitement of attending a circus.

Separate wild animals related to the zoo from those related to the circus.

SCIENCE EXPERIMENTS

I. Subject: Living Things — Plants

Concept:
Different plants come from different seeds.

A. Materials

Radish, grass, parsley seeds
3 sponges
6 small containers
(aluminum food dish 6" in diameter is adequate)

B. Experiences

(1) Different plants come from different seeds.

What to do:

Moisten three sponges. Sprinkle each with one kind of seed. Set them in saucers of water. Observe their differences as seeds sprout and grow.

(2) Plants need water.

What to do:

Grow radish plants in two containers for about a week. Stop watering one. Observe that the plants in this container soon die.

(3) Plants need light.

What to do:

Grow radish plants in two separate containers. Water both, but keep one in a dark closet, one in sunlight. Observe that the one in the dark will die.

(4) Plants need room to grow.

What to do:

Grow ten or more plants in one *very small* container, and one in another. Observe that the ten plants crowd each other and do not grow as tall as the single one.

(5) We save seeds in the fall to plant in the spring.

What to do:

Save seeds of the pumpkin used for the jack-o-lantern. Allow these to dry thoroughly so that they will not spoil. In the spring give each child one or so to plant in a small container, paper cup or bottom of a milk carton. Place in sunlight, in the room, water and enjoy watching them grow. When weather is favorable, encourage each child to take his home and transplant it, for his next year's jack-o-lantern. Show children how to water the plant heavily, then tear away the carton, thus not disturbing the roots.

This activity is a good start in renewing interest in seeds and growing things in the spring. It is a good example of the seed cycle, as they all remember their jack-o-lantern. The lesson is well worth repeating, and the children will respond nicely to a second treatment.

C. Social Living Appreciations

People need plants and plants need people. People get food and other materials from plants. People must care for plants.

Plants need light and water.

D. Sources

1. Horwitz, Frances, *Growing Things*
   Ding Dong School Series, Rand McNally, Chicago, 1954, 25c.
2. Audio Visual Materials, Film Strip: *Plant Life of the Desert.* (color). Encyclopaedia Britannica Films.
3. Child Craft, Field Enterprises, Inc., Vol. 9, page 32.

II. Subject: Living Things — Animals

Concept:

Animals change as they grow.

A. Materials

Baby chicks
Chick food
Simple box home
Water container

(Plastic top for fruit jar is available at any 5 & 10c store. Screw this on to the jar, invert for constant water supply. A small notched food can inverted over a saucer is a substitute.)

Food container: Small aluminum pie pan fastened in one corner is adequate.
Newspapers to line bottom, for frequent changes.
A 25 watt shaded light bulb for heat, until chick matures.

B. Experiences

(1) Chicks change as they grow	What to do: Observe first wing feathers; first tail feathers; first attempts at flight; change in size. Make prints on paper (let chicks walk through tempera paint, then on to paper.) Do this every few weeks; date papers; keep log of changes.
(2) Chicks come from eggs.	What to do: Hatch two fertile eggs, either by small incubator or under a setting hen. If incubator is improvised note: 1. Keep it a constant 102 degrees. 2. Turn egg regularly, twice a day. 3. Keep container slightly moist— a sponge or a small container of water. Eggs will hatch in 21 days.
(3) Frogs *develop* from eggs.	What to do: Collect frog eggs—watch them develop into tadpoles, then frogs. Note difference in appearance of these and chicken eggs. Note steps from egg to tadpole, to frog.
(4) Other animals change as they grow.	What to do: Allow children to bring pets, and visit a farm. Observe differences of baby and mature animals.

C. Social Living Appreciations

If we care for animals they will help us.
Chickens are animals.
We get food from chickens.
Chickens hatch from eggs.
Mother hens lay eggs.

D. Sources

1. *Childcraft.* Field Enterprises. Vol. 9, page 12, 18.
2. Obourn, Dr. E. S. UNESCO Source Book for Science Teaching, UNESCO Publishing Center, page 57.
3. Blough and Campbell. *Making and Using Classroom Science Material.* Dryden Press, N. Y., 1954, chapter 2.
4. Poem: "My Coat." See Appendix.

III. Subject: Living Things—People

Concept:

Our bodies have many parts.

Our bodies change as they grow.

A. Materials
Many pictures of members of a family.
(Be sure they are full length pictures)
Paper dolls — in proportion

B. Experiences

(1) Our bodies have many parts.	What to do: Use pictures, have children identify and name parts—arm, head, hair, foot, knee, and so forth. Play games letting children touch each other, or their own "parts" as teacher names them.
(2) Our bodies change as they grow.	What to do: Compare size of child's hand with teacher's or with other members of child's own family. Draw around hands, name fingers, thumb, wrist, finger nails, etc. If possible have child draw around hand of baby inside his—his father's outside his. Draw around shoes—child's own, his father's outside his own. Compare size of teacher's coat with children's.

C. Social Living Appreciations.

Our families take care of us as we grow. We outgrow clothes, furniture, even houses.

D. Sources

1. Thurber, Walter A. *Exploring Science.* Book I, Allyn and Bacon, pages 96-109.
2. Poem: "My Coat"—See appendix.

(References to textbooks are for teacher's background and are not intended to be used as direct teaching approaches.)

Use with Science lesson II and III

(1) Our bodies grow.

What to do:

Have children compare coat sizes, trade coats, enjoy appearance when they are too big, too little.

(2) Animals' coats grow with them.

What to do:

Draw pictures or bring snapshots of children's pets, as babies, then grown. Discuss "coats." Discuss difference in their coats in different seasons.

Draw pictures of themselves with old coat (too small), new coat (just right).

Social Living Appreciations

Our families give us new clothes when old ones become too small.

We need coats to control the temperature of our bodies, and keep us comfortable. Animals' coats grow with them, change with changing weather.

IV. Subject: Air

Concept:

Air is all around us.
Air pushes things and can hold things up.

A. Materials

Large size balloons—at least two.
Strong rubber bands.
Glass filled with soil or sand
Paper for folding.

B. Experiences

(1) There is air all around us.

What to do:

Have children breathe air near the floor, up high in various parts of the room, and out doors. Discuss that air is everywhere that we can breathe.

Fill a glass or other container with soil. Pour water over it and watch bubbles coming out. Discuss why worms come to the top after a heavy rain.

(2) Wind is air in motion.

What to do:

Make paper fans. Make pinwheels. Discuss windmills and other uses of wind and air. Feel wind push against us.

(3) A big balloon will hold us up.

What to do:

Inflate a large balloon. Observe difference in appearance as air is blown in. Have pupils take turns sitting on it. Compare to sitting on other uninflated balloon. (Inner tubes, or football or volley ball bladders may be substituted.)

C. Social Living Applications

People need air, to breathe.
Air works for people.
Air helps us have fun.

D. Sources

1. Schneider, Herman and Nina, *Let's Find Out,* E. M. Hale, pages 29-32, incl.
2. Craig, G. S., et al, *Science Near You,* Book 1, Ginn and Co., pages 42-49, incl.
3. Thurber, Walter A., *Exploring Science,* Book 1, Allyn and Bacon, Inc. Teachers Edition, page 58, or Pupils' Text, pages 82-95.
4. Schneider, Herman and Nina, *Science for Work and Play,* Book 1, D. C. Heath and Co., pages 145-149, incl.
5. Parker, Bertha Morris, *Our Queen of Air* (Basic Science Education Series) Row, Peterson and Co., Illinois, 1948.
6. Film Library. Still Film: *What is Wind,* (color), Jim Handy Films.

V. Subject: Magnetism and Electricity

Concept:

Magnets attract some things.

A. Materials

Magnets, small horseshoe type
Needles, buttons, pins, paper clips, rocks, cloth, shoe laces, wood chips, marbles, penny, nails, string 18" ling, ruler 12", fish bowl or glass container.

B. Experiences

(1) Magnets will pick up some things.

What to do:

Tie string to ruler and magnet. Play "fish bowl" game, naming objects. Observe which ones can be "fished out," which ones are not attracted.

Provide this for free time enjoyment on a play table.

(2) Magnets pull some things.

What to do:

Make a small wooden boat about 2" x 3", using metal somewhere, a nail for the mast or small nails for the "railing," Use magnet to move boat across a pan of water; notice that the magnet *need not touch* the metal in order to move it.

(3) Magnetism goes through some materials.

What to do:

Place bar magnet under a sheet of paper or glass.

Spread top of paper with iron filings and move magnet underneath. Observe the movement of the filings.

C. Social Living Applications

Magnets are used in telephones.

D. Sources

1. Thurber, Walter A. *Exploring Science,* Book I, Teachers Edition. Allyn and Bacon, Inc., page 54, or text, pages 68-81.
2. Craig, G. S., et al, *Science Near You,* Teachers' Manual. Ginn and Co., page 51, or text, pages 24-31, incl.
3. Audio Visual Materials: Still Film, *Magnetism and Electricity* (color). Producer: Society for Visual Education. Film, *Magnetism,* 11 min. (Black and White). Producer: Coronet Films.

VI. Subject: Machines

Concept:

A wheel is a simple machine.

Definition:

A machine is something that makes work easier.

A. Materials

A wagon large enough to hold at least one child

Wooden cheese or cigar boxes

Tinker toys

Magazine pictures of machines at work.

B. Experiences

(1) Wheels help a wagon to move easily.

What to do:

Turn the wagon over and have one child sit on it, while another tries to pull it. Do not do this on a polished floor. Use a gym mat or a large rug or the sidewalk (the wagon should not move, or move only slightly). Now turn it upright, using same children, note ease with which child is pulled. Repeat with several children. Use two at a time.

Also use cheese or cigar box filled with stones in the same way, adding tinker toy wheels, noting the difference in the way the box moves.

(2) Machines work for Mother and Father.

What to do:

Have children bring pictures of machines helping. Make large charts of these. Discuss in what way each machine helps. Test each by definition.

C. Social Living Appreciations

Machines make work easier.

Machines help all the family.

Machines help families have fun.

D. Sources

1. Craig, E. S. *Science for Elementary School Teachers*, Ginn and Co., N. Y., 1958, page 688.
2. Craig, et al, *Science and You* (Primer) Teacher's Manual, Ginn and Co., page 89.
3. Audio Visual Material: *How Wheels Help Us* (color). Producer: Eye Gate Films.

VII. Subject: Light

Concept:

Natural light comes from the sun.

Man can make light.

A. Materials

Two sheets of white butcher paper 4' and 5' long.

Weather chart.

B. Experiences

(1) Objects held in the sun
"stop the sunlight"
or make a shadow.

What to do:

Hold various large objects in the sun, such as yard stick, boxes, a book. Observe the shadow each makes. Remove the object; observe that the shadow disappears. Also have children stand in the sun and observe their shadows, and its movement with them.

(2) The position of shadows
changes with the sun's position.

What to do:

Place a piece of white butcher paper in the sun. Drive a stick into the ground through the paper. From time to time mark the shadow's length and its changing position. Use large sheet of paper to trace the shadow of one child, once as the session begins, once more as the session ends. Observe the difference in size of the shadow.

(3) On cloudy days the light
of the sun comes through the clouds.

What to do:

Discuss the difference in the appearance of the sky, noting the clouds. Change from "cloudy day" to "sunny day." Make weather chart, observe daily weather conditions.

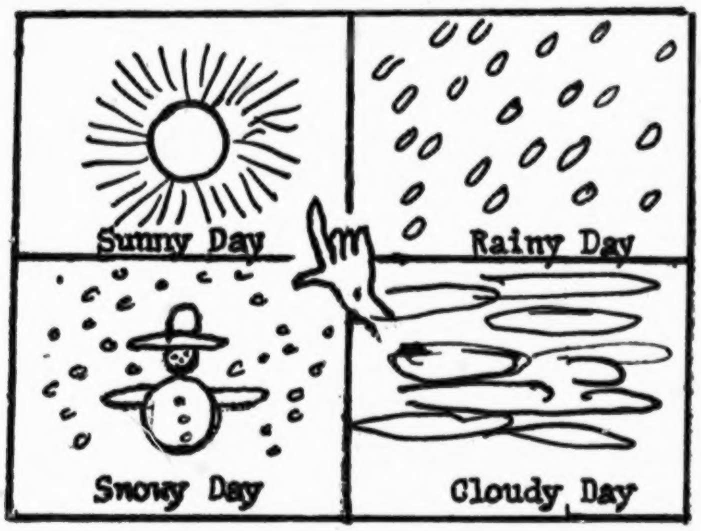
(4) When it grows dark
we turn on the light.

What to do:

Discuss man can make light which is not sun light, electric, candle, flashlight, and the like.

Cut out and mount on chart with brass fastener.

Point finger to the weather for the day.



C. Social Living Appreciations

The sun gives us light and warmth. When the sun sets we need to turn on car lights, and we need more heat in our houses.

D. Sources

1. Robert Louis Stevenson, "My Shadow," *Anthology of Children's Literature.* Johnson, Scott, Sickels, page 879. Houghton Mifflin, 1948.
2. Craig, G. S. *Science for the Elementary School Teacher.* Ginn and Co., page 193, ff.
3. Thurber, Walter A. *Exploring Science,* Book II, Allyn and Bacon, Inc., pp. 19-31, incl.
4. Frazier, et al, *We Ask,* Primer, Teachers' Manual, Singer Co., pages 49 and 50.
5. Parker, Bertha Morris, *Clouds, Rain and Sun,* Basic Science Education Series, Row, Peterson and Co., Chicago, Illinois, 1950.
6. Audio Visual Material: Still Film, *Light in Our Daily Lives* (color). Producer: Eye Gate Films.

THE SCIENCE CENTER

Every kindergarten should have a science center where a child can

- observe collections of nature materials
- experiment and observe with science tools
- repeat simple experiments the teacher has performed with the class
- keep and display collections he brings to school
- keep and care for small classroom pets such as fish, snails, turtles, or canary
- use all of his senses, feeling, tasting, smelling, seeing and hearing.

In setting up the science center, the teacher will want to keep the following points in mind:

Change the science table often. Keep it neat, uncluttered and free from dust.

Provide shelves and tables suitable for storing, displaying and observing materials.

Provide equipment and space where children can experiment on their own or repeat simple experiments demonstrated by the teacher.

Arrange the science center near some bulletin board space. Here related and informational pictures can be displayed and some nature materials arranged.

Locate materials and equipment in relation to lighting, water supply and other important facilities.

Remember that several groupings of materials are often better than one.

Arrange, if possible, for an outdoor plot where children can plant seeds, dig, observe insects, etc.

Remember the landscaped school grounds and gardens and yards near the school are science resource centers.

Remember that most science materials in kindergarten should be such that children can not only see them, but also feel, smell, hear and taste them.

The science equipment for a kindergarten room need not be elaborate nor expensive. Many materials can be improvised from everyday household utensils. No list will meet the needs of all teachers. Among the equipment and materials the teacher may want to include are:

Collections of nature materials from the immediate environment such as rocks, feathers, shells, stones, seeds, leaves, gourds, evergreen cones, cocoons, caterpillars, tree bark, seed pods, insects, bird and hornet nests, bulbs, plants, and so forth.

Tools for experimentation, such as magnet (good ones cheap from auto wrecking yard) compass, magnifying glass, pulleys, thermometer, scales, mirror, prism, clock, weather vane, barometer, bicycle pump, straws, loop wires.

Household utensils which can be adapted to science experiementation and observation:

a storage bottling jar or gallon pickle and paste jars for terraria, aquaria, and vivaria
other jars, egg cartons, and foil dishes of various shapes for displaying of collections
cardboard boxes with plastic lids for obsserving fragile items such as mounted insects
also small flat transparent boxes, such as those in which wedges of cheese are packed, for examination cases
lengths of small, soft rubber hose for siphoning
sponges, cotton, blotters and clay flower pots for planting seeds
cheese cloth and wire loop for a dip net
jars and pie or cake tins for experimentation
combs, silk and wool cloth and fur for static electricity
spools, string and wire for pulleys.

Cages of various kinds

cage for visiting pets can be made of a large packing crate and screen
cake tins and a circle of screen for cocoons and insects
a mason jar full of sandy earth, a screen top and a string wick dipped in syrup for an ant village.

For aditional suggestions and directions see *Making and Using Classrom Science Materials.* New York: Dryden Press, 1954. Blough and Campbell.

BIBLIOGRAPHY

Blough, Glenn O. and Huggett, Albert J., *Elementary School Science and How to Teach It.* New York: Dryden Press, Inc., 1951.

Craig, E. S., *Science for Elementary School Teachers.* New York: Ginn and Co., 1958.

. . . AND RHYHMIC EXPRESSION

THE CREATIVE ARTS

MUSIC

In the kindergarten, music is a medium through which children can learn to express themselves and grow in their ability to become a member of a group. The emotional release that comes from expressing feelings through music and the pleasure of listening to music or making music with others contributes to emotional stability and well-being as well as to the development of a musical background.

Musical experiences may occur throughout the kindergarten day. Children often sing spontaneously during their work and play. The teacher may use a song, rhythm, or incidental music to enrich an experience or to create a mood. Planned daily musical experiences are important to raise the children's level of achievement.

The kindergarten can offer a wide variety of musical experiences through which children can fully express and enjoy themselves. The program should include singing, listening, playing rhythm instruments, and participating in creative activities. The music period will usually include several of these experiences because of the close relationship between them.

SINGING

Singing is a natural means of self-expression for the child. He sings as he works and plays. Building with blocks is often accompanied by singing chants:

Put a block here,
Put a block here.

Playhouse activities lend themselves to many spontaneous bits of song:

Sweeping, sweeping,
Sweep the floor.

It is natural for a child to sing about his environment and his activities. Often he will burst into a song of his own creation after a happy experience.

Singing in the kindergarten should be primarily for enjoyment. Recognition of a child's singing chants gives him encouragement and a sense of accomplishment. The incidental use of songs throughout the day enriches many experiences and may provide for a needed release from tension. Planned daily singing periods help the child to develop control of his singing voice.

Through participating in singing activities the child

- enjoys singing individually and with the group.
- gains more control of his singing voice.
- builds a repertoire of songs.

Organizing the music period.

Seat children heterogeneously, but give attention to uncertain singers until they become sure of the accurate placement of their tones.

Provide a happy, relaxed atmosphere.

Plan for variety during the singing period. Include songs with instrumental accompaniment, songs with rhythmic accompaniment, songs with pictures, and songs that can be dramatized.

Plan for a few minutes of tone calls daily.

Remember children tend to imitate the teacher's manner more accurately than her tone quality. Let them catch the mood of a song, and the enthusiasm for music from you.

Techniques to try.

Teaching songs

In kindergarten children learn songs by rote or imitation.

Short songs are presented as a total musical experience.

After a longer song has been properly motivated and interest is high, the teacher helps children learn it by presenting it a phrase at a time.

When introducing a new song, a picture, poem, or toy related to the song arouses the child's imagination and creates an interest in singing.

Children should have many opportunities to hear a song before they begin to learn it. When presenting the song to be learned, use the voice without accompaniment if possible. Children can match the voice more easily than an instrument. The untrained voice is more acceptable to children than the trained voice of the opera singer.

Have the children listen for something specific each time.

Listen for the bell sounds.
Listen for the sound the kitty makes.
Listen for the music to go high.
What funny thing did Skipper do?

Encourage children to participate in some way by lightly clapping the rhythm, humming, whispering the words, or coming in on an easy part.

Encourage the use of a light, unforced voice.

Discuss unfamiliar words with the children.

Let the more independent singers sing the harder phrases and the less independent singers the easier phrases on some songs.

Teach the song in the same tempo as it is to be sung later.

Use the pitch pipe or the piano to establish the beginning tone. Play the key note and sing to the beginning tone. Children match the teacher's voice. Often it is helpful to sing the beginning tone on the syllable "loo". The teacher may sing or play part of the song to establish the tempo or mood.

Helping the uncertain or inaccurate singer

Teachers help most when they treat voice problems in an objective, matter-of-fact manner, expecting all children to sing and accepting differences in pitch as a natural expression of child development.

Tone Calls

Tone calls should be done in the spirit of fun and play to provide opportunities for indidual singing for the more independent singers and assistance for the uncertain singers.

Most tone calls are sung on the 1-3-5-8, 5-3, 3-1, 5-3-1, or 5-5-5 tones in the scale.

In order to be of value, tone calls need to be used consistently. One or two minutes of tone calls daily will bring the best results. Tone calls may be worked in throughout the singing period—after a song, or in connection with a dramatization.

Tone calls may be related to seasonal activities or current topics of interest.

Tone calls are most effective when they are related to the song being learned.

Tone Call	Song
"gobble, gobble, gobble"	"Gobble Gobble" *Kindergarten Book,* page 7
"rocking, rocking"	"Rocking" *Another Singing Time,* page 9
"Oh what fun"	"Hallowe'en Is Coming" *Kindergarten Book,* page 73
'moo-moo"	"Cows and Sheep" *American Singer,* page 75

Other devices

Imitate large and small clocks.

Motion up and down with hands as the teacher sings up and down.

Teacher starts the call at the child's pitch and raises the phrase one tone at a time.

Encourage children to recognize differences in pitch by sounding alternate high and low tones. Gradually narrow the intervals. Use the piano, bells, or other melody instruments.

Children may squeak like a mouse; tweet like a bird; "oo-oo" like a siren; call "goodbye"; "baa-baa" like a sheep; "oooooo" like the wind.

Varying the singing period

Have solos, duets, quartets.

Let children choose favorite songs.

Select groups to sing.

Combine rhythmic activities and finger plays with the songs.

Lightly clap the rhythm of the song.

Guess the name of the song while the teacher sings it with the syllable "loo" or plays it on the piano.

Two groups sing alternate phrases or verses of a song.

Use a few rhythm instruments with a song.

Dramatize a song.

Occasionally have children create new verses to a song to extend it or make it fit a new season or situation.

Using the piano and rhythm instruments with songs

Many songs lend themselves to an accompaniment with a few rhythm instruments. This type of experience with instruments may be started early in the year and helps to develop readiness for rhythm band activities. Through many experiences and many opportunities to experiment and manipulate rhythm instruments, the child becomes able to choose the ones which will catch best the lyrics, meter, or phrasing of a particular song.

The following examples are suggestive of ways of using rhythm instruments with songs:

Instrument	**Song**
sticks and triangles	"Tippy Tiptoe" *Kindergarten Book,* p. 20
sand blocks	"Train" *Kindergarten Book,* p. 132
rhythm sticks or wood blocks	"Let's Go Walking" *Another Singing Time,* p. 13
wood blocks or drum	"We're Wooden Soldiers Marching" *Kindergarten Book,* p. 130
triangle	"Twinkle, Twinkle, Little Star"
bells, triangle or cymbals	"The Fire Department'' *American Singer, Bk. I,* p. 22

The piano should be an accompanying instrument and should not cover or lead the voices.

Over-use of the piano often detracts from the spontaneity of singing.

Teachers who do not play the piano and themselves have unsure voices may supplement the teaching of songs with a record player.

Small children need to feel the tempo of a recording since may recordings are a bit fast.

Have children react to the song rhythmically before trying to sing with the record.

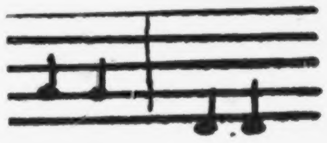
Be sure there is no confusion about the words caused by a new and strange voice.

Recordings must never substitute for the teacher.

Other suggestions

After a group has learned a song it is helpful to record the name of the song, the key, and the starting tone on a piece of tagboard. This cumulative record may serve as a quick reference when children choose songs.

Keep a record of songs with possible activities. For example:

Song	**Activities**
"Rocking" *Another Singing Time* p. 9 G *Do*	Use  rock-ing rock-ing for a tone call Dramatize rocking a doll Child may sit in rocking chair while group sings song Accompany with tone bells using G and D

LISTENING

Sharing music through listening is basic to all musical experience. Children listen during each singing and rhythm period. They listen

- as the teacher sings
- to their own singing
- to learn a song
- to hear a mood
- to be able to respond with their own rhythmic movements
- to be able to choose appropriate rhythm instruments to accompany the song

Free listening may be used occasionally by the teacher for rest periods, during an activity, or to establish a mood. Quiet listening without thought of its being a part of a lesson can be a source of relaxation and serenity.

Planned experiences in group listening to recordings should be a part of the kindergarten program. Good listening involves attention and reaction on the part of the listener. The teacher and pupils should enjoy the music together.

Through participating in listening activities, the child

- is becoming able to sense contrast in moods and rhythms and to express them orally and through dramatization
- is able to recognize the sounds and uses of different rhythm instruments
- forms a basis for rhythmic response
- is able to listen quietly for short periods of time
- begins the development of a music repertoire

Suggestions for planning listening activities.

Listening should be related to other activities—stories, songs, poems, current interests.

Children should listen with a purpose. They might listen

- to the rhythm of a song
- to feel the mood
- to the tune
- for high and low sounds
- for soft and loud sounds
- to choose a rhythm instrument for accompaniment
- to plan a rhythmic response
- to hear a story
- to hear an instrument
- for relaxation.

Have children sit in a comfortable position.

Help children to establish good listening habits such as refraining from talking while the music is being played, and sitting quietly while listening.

Discuss the music with children before and after listening.

Plan for children to respond to the music in some way:

Through body movement

Through the use of instruments

Through dramatization

Through singing with the record

Help children to be aware of the differences in rhythm, mood, etc. through skillful questioning rather than telling.

Sample lessons:

I Lullaby — mood

A picture of a Madonna or a mother and child will help motivate his listening lesson. Let the children discuss the picture and relate some of their own experiences. As the music is heard, they may rock imaginary babies to sleep. They may enjoy humming some of the music.

Records:

WE 77	Sweet and Low	Barnby
WE 77	Rock-A-Bye-Baby	Traditional
WE 77	Lullaby	Brahms
WE 86	Ave Maria	Schubert

II A Visit to the Farm

Talk about the farm. Ask, "Who has been on a farm? What did you see there? What kind of animals are on the farm?"

If the children know some songs about farm animals, they may sing them at this time. Let the class hum *The Farmer's Son* after they have listened. Let them distinguish between the rhythm of the work horse (slow) and the rhythm of the little ponies (fast).

Records:

24535	The Farmer's Son
AED 1	Five Little Ponies

RHYTHMS

A child is movement — rhythm in its natural state. He will respond to anything with the smallest hint of movement. If no reason for movement is available, he will create his own. This natural urge and the developmental need of the child provide the basis of the rhythmic program in kindergarten.

Response to music requires a feeling for music. Children can and often do go through prescribed rhythmic motions with little sense of feeling for the music they are hearing. They merely imitate the pattern the adult suggests. The teacher needs to direct and aid children's development by providing opportunities for free, independent rhythmic responses.

Through planned daily rhythmic experiences the child

- satisfies his need for activity
- releases emotions and directs them into desirable activities
- improves his muscular coordination and learns to control his movements
- develops a rhythmic sense through dramatizations, singing and mimetic play
- increases his vocabulary
- satisfies his need for group participation.

Suggestions for the rhythm period

Organizing the period

Group children for active participation since most rooms are not large enough for all to participate at the same time.

Boys or girls
Color of clothes
One group chooses another

Establish a signal for stopping the activity

The music is played several octaves higher
A chord or an arpeggio
A song: "Let's Go Walking"
"Tippy Tiptoe"

Plan for variety of movement
Allow children to suggest and select.
Plan activities that will develop musical concepts of

slow — fast
up — down
high — low
phrases or musical thoughts

The period should be spontaneous and happy but never boisterous.

Stress large body movement.

Plan rhythmic activities carefully. However. make use of the opportunities for spontaneous rhythm responses:

low-flying airplanes
birds in the sky
leaves whirling in the wind
construction machines

Techniques to try

Use basic or fundamental rhythms as the starting point.

clap
walk
hop
run
jump
tiptoe
whirl
see-saw
march
gallop
swing
crawl
sway
trot
bend
push
pull
skip
row
stretch
high-step
skate
rock

Combine the basic rhythms in time to the music.

- walk and run
- run and slide
- clap and hop
- skip and whirl
- clap and hop
- walk and jump
- bend and stretch
- tip-toe and skip

Let children help plan ways to vary the fundamental rhythms

Walk

- Walk as if you were happy
- Walk if you were sad
- You are walking through the leaves
- You are walking through the snow
- Walk like Daddy
- Walk like a baby who is just learning to walk

Run

- Run as if you were chasing leaves
- You are running after a butterfly
- You are a deer running in the forest
- You are running home from school

Jump

- Jump sideward
- Jump backward
- Jump while turning around
- Jump with legs apart
- Jump like a frog

Gallop

- Gallop like a pony
- Gallop like a lame horse
- Gallop high like a horse on the merry-go-round
- Gallop as if you were tired

Skip

- You are skipping to the candy store
- You are skipping to school
- Skip with a swing
- Skip and turn around
- You are skipping through the leaves

Other rhymes could be varied in a similar way. For further suggestions, see:

Andrews, Gladys. *Creative Rhythmic Movement for Children.*
New York: Prentice-Hall, 1954

Dramatize rhythms

- Mother at work
- Getting ready for school
- Autumn fun
- Playing in the snow
- A trip to the zoo
- Fun in the rain
- Skating

Use different methods of accompaniment.

Pick up the basic beat of the child's movement on the piano or a rhythm instrument.

Use different rhythm instruments to suggest different types of movement:

rhythm sticks, drum	walk
tambourine	skip
wood block	
cymbals	gallop
struck together	jump
tapped with a striker on edge	hop
sand blocks	slide or sway

Use chants and poems with a definite rhythmic beat:

Gallop

To market, to market,
to buy a fat pig.

Walk

John has great big water proof boots on
John has a great big water proof hat,
John has a great big water proof macintosh
And that, says John, is that!

Run

Wee Willie Winkle
Runs throught the town
Upstairs and down stairs
In his night gown

Skip

Jack and Jill went up the hill
To get a pail of water — —

Use musical accompaniments.

Piano
Record Player

CREATIVE EXPERIENCES

A child's creative responses stem from the manner in which he interprets his experiences. He sings spontaneously about things which make him happy. He moves in rhythm to activities which he enjoys. Because he is different from every other child, he responds in a way which is creative and meaningful to him.

The child needs many experiences which encourage response and reaction through singing and bodily movement. Through many opportunities to respond creatively and with the guidance of the teacher, the child increases the quality of his experiences.

Through creative experiences, the child

- finds an outlet for self-expression
- develops his imagination
- develops self-confidence
- develops an appreciation for the efforts of others

Children need a variety of creative experiences:

creating songs or chants about their experiences
responding with their own bodily movements to songs and music
using rhythm instruments to accompany songs and music
interpreting songs through dramatization
creating new tunes to familiar words
creating new words to familiar tunes
creating stories to music
creating a dance to fit a story
creating paintings and other expressions in art to music accompaniment

Suggestions for motivating creative musical experiences:

Provide many experiences so that the child will have something to express.

Utilize children's current interests as motivation.

Help children use their inquisitive bodies, ears, eyes and minds in exploring all kinds of sound and movement.

How does it feel?
How does it sound?
How does it look?
What does it mean?

Give children an opportunity to express rhythmically something they have seen or done.

Once children have decided on a pattern for a creative expression, let the music become a controlling force.

Be an appreciative audience. Offer encouragement.

Let children respond in their own ways instead of giving them a pattern to imitate. Originality and creativity will increase as they are encouraged.

Encourage and praise responses which the child's own idea and which give the feeling of the music.

Use a variety of accompaniments, such as piano, drums, bells, records.

Provide a musical property box to enrich creative rhythms—

crepe paper streamers
scarves
hobby horse
wand
crown
flag
masks

RHYTHM INSTRUMENTS

It is important that children use instruments as well as their own voices in making music. They need freedom to experiment with sounds and with rhythm instruments. Through experimentation, the child learns the uses of an instrument and can begin to use judgment in choosing instruments to accompany a song or musical selection.

Rhythm instruments can be used from the beginning of the year to accompany various songs. A few musical instruments to accompany the singing adds to the enjoyment of a song. Instruments should be introduced one at a time. Manipulation and experimentation with the instruments at a music center help to develop a readiness for rhythm band activities.
Through playing rhythm instruments, the child

- improves his ability to discriminate between the sounds of various instruments
- learns the uses of various instruments through experimentation and manipulation
- satisfies his need to participate in group activities.

Suggestions for the use of rhythm instruments in the rhythm band:

Give children much experience in clapping rhythms and using instruments to accompany songs before attempting rhythm band.

Introduce each instrument separately so that children can see it, learn its name, and observe how it is played.

Teach children to handle instruments in an orderly and efficient manner.

Help children to understand that instruments are not to be played until directions are given.

Give all children the opportunity to play all instruments. Children should play the instrument they are given at any particular time for a whole class period.

Plan work so that interest does not lag and each group of players is kept alert. Keep all children playing a major portion of the time, but not necessarily at the same time.

Establish a signal for picking instruments up and putting them down. This emphasizes listening habits.

Use many short songs.

Group children so that all those playing the same instrument will sit together.

Have groups of instruments play at different times to help children develop a feeling for the rhythm.

Let children begin to select the instruments which they think will produce the best effects for certain parts of the music.

Suggestions for a music center

Just as all children explore language, experimenting with vocal sounds and new words, so they should be encouraged to explore music. A music center where children can experiment with and manipulate music materials much as they use art materials will help them to develop a rhythmic and tonal sense.

Through experimenting with and manipulating instruments, children

- reinforce their previous learnings about rhythmic and tonal patterns
- have an opportunity to create new tonal patterns and rhythms
- listen more critically to differences in tone.

Suggestions for setting up a music center

Place at the center only instruments children will be allowed to use.

Provide opportunities for the children to experiment with different kinds of sounds.

plucking sounds
wood sounds
wood against wood
metal sounds
metal against metal
metal against wood

Vary the instruments at the center from time to time. During the year, the following may appear on a table:

drums, rhythm sticks, wood blocks, sand blocks, cymbals, tambourines,
bells, resonator bells, swiss bells, song bells.

Allow children to experiment with the piano.

Provide records and a record player which children can operate.

Establish with children rules for independent use of instruments—

when the center may be used
how instruments are to be handled.

Help children to become aware of some of the rhythmic or tonal patterns they create by

- playing back a child's pattern
- being an appreciative audience
- helping children verbalize about what they do.

Let children occasionally share some of their creations with the group.

Let children interpret through body movement the rhythms a classmate creates.

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*Record album to accompany.

Practically all of the song books listed above include many suggestions and selections for rhythmic movement.

RECORDS

American Book Co.
361 East Ohio St.
Chicago 11, Illinois.

Primary Music Series

AS-20	Soft and Loud Album	$3.33
AS-21	High and Low Album	3.33
AS-22	Rhythm Album	3.33
AS-27	Rhythm Band Patterns, Vol. I	3.33
AS-28	Rhythm Band Patterns, Vol. II	.95

Listen and Do Series (Teacher's Manuals) .... 3.70 each album

ABC-1 Album The Friendly Train
Ginger and Josh
ABC-3 Album Panda Balloon
Jocko, The Dancing Monkey

Bowman Records
4921 Santa Monica Blvd.
Los Angeles 29, California

Songs of Home, Neighborhood and Community (23 songs) $6.95
by Roberta McLaughlin and Lucille Wood
sung by Richard Robinson and Marilyn Horne
variety of accompaniments

Songs for Singing Fun—Album 6.95

Rhythm Is Fun 5.95
by Frederick L. Moore and Inez Schubert
Drumbeats for basic rhythms
Melodies for basic rhythms
Melodies for interpretation

Rhythm Time 5.95
by Lucille Wood and Ruth Tarner
basic rhythms, combinations, mechanical rhythms, circus
printed suggestions for the teacher
selections may be used with rhythm band

Holiday Rhythms 5.95
by Lucille Wood and Ruth Tarner

Children's Music Center
2858 West Pico Blvd.
Los Angeles 6, California

Bassett and Chesnut. *Creative Rhythms*
Rhythmic Activities for Holidays (4 record album) 7.50
Rhythmic Activities (album of 3 records) 6.25
basic rhythms, combinations,
rhythmic dramatizations,
creative dance
usable with rhythm instruments
illustrated booklet of suggested ideas

J. Thomas Eagan Sound Recording
105 Andover Road
Rockville Center
Long Island, New York

Dietrich, Sally Tobin. *Rhythmic Play* 10.00
album of 4 unbreakable records
basic rhythms, combinations, animal rhythms,
holiday rhythms, mechanical rhythms,
play and make-believe

Estamae
2829 Seventh Avenue
Pueblo, Colorado

Toy Shop No. 1 Album $4.95

Ruth Evans
Childhood Rhythm Records
326 Forest Park Avenue
Springfield 8, Mass.

Series I, Childhood Rhythms (3 records) 5.50
fundamental rhythms, animal, toy and playland character

Series II, Childhood Rhythms (3 records) 5.50
rhythm combinations, play and interpretative rhythms

Folkraft Records
1159 Broad Street
Newark 2, New Jersey

Song Plays $1.25 each record

1180—Sing a Song of Sixpence, Bluebird, Jump Jim Jo
1182—Farmer in the Dell, Oats Peas Beans and Barley
1183—Did You Ever See a Lassie, Mulberry Bush, Carousel
1184—Looby Lou, Five Little Chickadees, Let Your Feet Go Tap
1190—How Do You Do My Partner, I Should Like to Go to Shetland, Peas Porridge Hot
1191—A Hunting We Will Go, Round and Round the Village
1197—Ten Little Indians, I See You, Little Sally Waters
1199—Ring Around the Rosie, Pussy Cat, Rig-a-Jig-Jig

Folkways Records and Service Corporation
117 West 46th St.
New York 19, New York

Songs to Grow On — Nursery Days
Album of songs sung by Woody Guthrie

Songs to Grow On — School Days
Album of songs sung by Woody Guthrie

Phoebe James
Box 134
Pacific Palisades, California

Elementary Rhythms

AED 1 Animal Rhythms
AED 2 Free Rhythms
AED 4 Garden Varieties
AED 5 Fundamental Varieties
AED 12 Favorite Action Songs
AED 13 Farm Animals
AED 14 Christmas Rhythms
AED 15 Hallowe'en Rhythms

plastic records (unbreakable)

each	$2.25
set of 3	6.10
set of 4	7.75
set of 5	9.75
set of 6	11.75

Hazel Johnson
Bartok Studios
Steinway Hall
New York, New York

Music for Rhythms
album of 3 records

RCA Victor

Basic Record Library for Elementary Schools

Listening Program for Primary Grades albums with teaching suggestions E 77—Vol. I E 78—Vol. II E 79—Vol. III	$4.98 each
Rhythm Progam for Primary Grades albums with teaching suggestions E 71—Vol. I E 72—Vol. II E 73—Vol. III	4.98 each
Singing Program for Primary Grades E 83—Nursery Rhymes and Folk Songs	4.98
Singing Games for Primary Grades E 87—	4.98

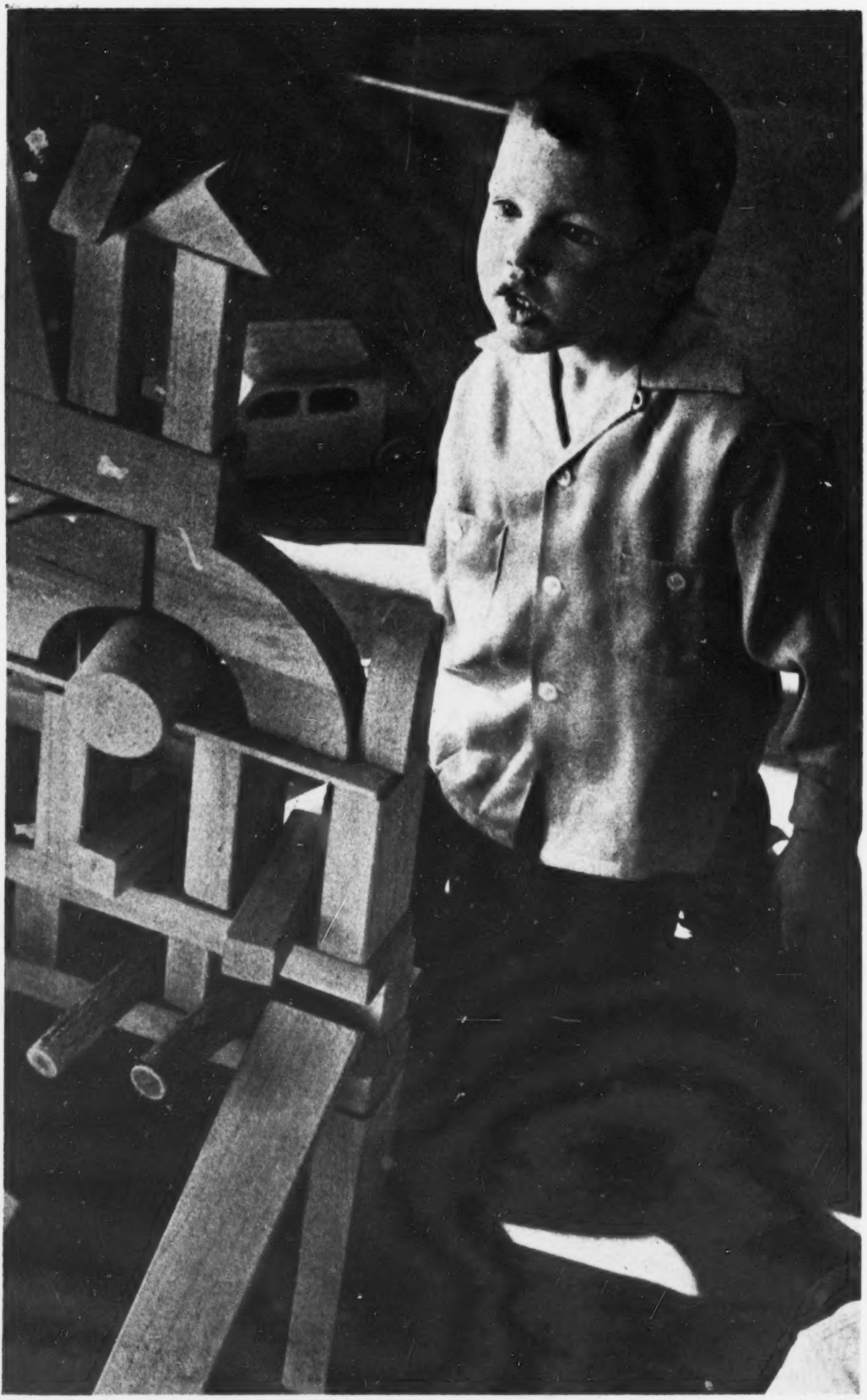
Relax Tension Center
1744 West Broadway
Vancouver 9, B. C.
Canada

Set I—2 records Rhythms for limited space	4.50	add 15c exchange
Set II—3 records Rhythms for ample space	6.75	for each album

Children's Record Guild
27 Thompson Street
New York 13, New York

Train to the Zoo .... each record 1.25
Sunday in the Park
Train to the Farm
Nothing to do
A Visit to My Little Friend
Daddy Comes Home
My Playful Scarf
The Merry Toy Shop
Let's Help Mommy
I Wish I Were
Let's Play Firemen
Creepy, the Crawly Caterpillar
Me, Myself and I
Skittery, Skattery
The Little Puppet

(These are suggested titles. There are many others.)



. . . AND APPRECIATION

Young People's Records
Distributed by Children's Record Guild

When the Sun Shines .... each record 1.25
Rainy Day
Circus Comes to Town
Whoa Little Horse
Let's Play Zoo
Out of Doors
My Playmate, the Wind
Winter Fun
Trains and Planes
Little Indian Drum
Little Gray Ponies
Let's Be Policemen
When the Sun Shines

(These are suggested
titles. There are
many others.)

ART EXPERIENCES IN KINDERGARTEN*

The responsibility for developing the program of art education for any group of children rests with the classroom teacher. The teacher and children are expected to plan together and select those experiences which

- meet the needs and interests of the group
- enable them to work creatively
- provide for the steady growth of each child

Growth Expectancies

Children vary in their potentialities and grow and develop at different rates. In any class there will be children at various stages of development. It is to be expected hat first experiences with a medium or process at any grade level will be very similar and manipulative in nature. Past experiences at home or in preschool will influence the kindergarten child's readiness for certain types of art activity. Continuous repetition of experiences with variation is necessary to promote growth.

Growth which should be expected from most five-year-olds as they progress through kindergarten is described here. They can be expected

to learn about and use
- different kinds of color, line, shape, texture and pattern.
  (See the Index of the How To Do It Series for pages giving specific details of these knowledges.)

to recognize and portray
- the essential characteristics of human forms, common plants, birds, animals, vehicles, buildings, seasons of the year, kinds of weather, and familiar places
- likenesses and differences in size and shape of known objects
- concepts of above and below, large and small, a few and a crowd

to show an interest in and enjoyment of
- beauty in nature and the art expression of others

to develop ability to select and arrange
- objects in the classroom in an orderly way

to develop an appreciation for, and ability to use with success
- a variety of tools and materials

to maintain confidence in
- the ability to express themselves creatively

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*Grade Level
Art Experiences; A Tentative Outline for use in Kindergarten. Denver Public Schools, Department of Art Education, 1954-1955, Stock Number 93375.

Picture making is one of the most universal forms of two-dimensional expression. A picture is a representation of the way things look, realistically or imaginatively expressed. It should reflect the individuality of the one who made it and should be his own interpretation of the subject matter—life itself. Picture space must be organized to give a feeling of unity and balance through the use of repetition, contrast, and variety in relation to the art elements. In picture making, children's work can usually be expected to progress through these natural stages during kindergarten:

Manipulating a medium; before making marks to convey an idea or to represent something, children play with the material, manipulate it, and use line, shape, or color in a random way. This is often called the manipulative, scribble, or pre-symbolic stage. Its duration varies with interest in the medium, the amount of experience with it, and mental and chronological age.

Naming the manipulative effort or telling stories about it

Developing a personal symbol for known objects

Changing these symbols by increasing the amount of characteristic details shown as knowledge of the subject increases. This period is characterized by

- exaggeration of important parts
- omission of unimportant detail
- not using "real" color or proportion
- little concept of "background" as such; objects float in space

Making a logical approach to the subject by arranging objects on a ground or base line; showing the sky as a strip at the top of a page.

By the end of kindergarten most children will be using symbols and organizing space to convey an idea which is understood by others. There will be a center of interest and repetition of line, shape and color, to give the feeling of rhythm and balance.

In three-dimensional work, children should progress through these stages:

Manipulating the medium—pounding, pressing, rolling, pinching, and squeezing clay; tearing, cutting, and pasting paper; sawing wood or pounding nails.

Building forms at random by the additive method—sticking on pieces of clay; bending, folding, and pasting pieces of paper together; nailing pieces of wood together.

Becoming interested in the finished product—making it for a purpose; adding more characteristic detail; improving workmanship so that parts hold together

Design is organizing the art elements satisfactorily, two-, or three-dimensionally. Sometimes children design at random. They approach the problem intuitively, letting the elements lead them where they will. At other times, design is deliberate—children consciously arrange the elements in a definite pattern or form for a definite purpose. In a design, the art elements as such are the subject matter. During kindergarten children should be expected to create designs of both types.

Subject Matter Content and the Sequence of Experiences

Subject matter in art remains almost the same from one grade to the next since it is drawn from the life experiences of children. However, the children's points-of-view toward life and their interest in various aspects of it do change as they grow older. Each year provisions should be made for the selection of problems requiring the repeated use of such elements as people, plants, animals, birds, land and water forms, buildings, vehicles, and the make-believe world.

During kindergarten, subject matter is focused on the individual and his experiences at home and at school. The words "I" and "my" will appear in the titles when he gives a name to his expression. Greater success will be achieved with subjects based upon real experience.

Certain experiences are essential for all kindergarten children. Those most needed have been indicated in the outline with an **asterisk**. Other suitable experiences from which choices can be made when needs demand or time permits have been shown with a **dot**. It is hoped that children will have some experiences of this type during kindergarten. It is also expected that teachers and children will develop other activities of their own.

Manipulative activities

* crayons: use point and side
* powder paint: use brush, sponge, fingers, and stick
* clay: roll, pinch, press, stick on, and pull out
* paper: tear, snip, cut, paste; fold and cut, build with strips
* abstract or non-objective use of color, line, shape and texture
• cloth: assemble cut shapes
• wood: cut pieces and assemble
• odds and ends: assemble
• papier-mache: build with strips over a form

Picture-making activities

* illustrations of stories or poems used on charts, in books (single folio or loose-leaf), or on bulletin boards
* class book or strip movie illustrating events of day-by-day living—family life, growing things, holidays, and so on
• greeting cards made with crayon or cut paper
• big picture (bulletin board or frieze) to which many children contribute cut-out forms

Design-making activities

* units, borders, or allover patterns for folders, cards, place mats, and so on
* non-objective compositions

Three-dimensional activities

* clay models of known objects
• stick, finger, fist, or one-string sack puppets to be used in conversation or dramatization
• child-size rooms, stores, post office, and so on made from cartons or building blocks
• Christmas tree decorations
• baskets made from paper or boxes
• Easter eggs decorated with crayons and cold water dye
• masks from paper plates or cut paper
• gifts: memo pads, string holders, clay modeling, place mats, table favors

Art appreciation activities

* "looking walks" to find beauty in line, form, color, texture, and pattern
* collections of articles in various textures for a "touching table"
* care of personal belongings in an orderly way
* enjoyment of pictures they have made and such other pictures as

"Three Puppies"—Gauguin

"Zoo"—Sternberg

"Birds"—Audubon

"Animals"—Marc

"Carousel"—Patterson

"Circus Elephants"—Martin

"Dream Ride"—Glackens

"Flowers"—Van Gogh

"Girl Reading"—Renoir

"Courmet"—Picasso

"Lady Jean"—Bellows

"Mother and Child"—Cassatt

"Fifer Boy"—Manet

"Dancers"—Degas

Steps in Developing an Art Activity

Building a Background of Experience

Children need all kinds of experiences with a subject before they are ready to say what they know, think, or feel about it. This experience can be gained from conversation, listening to stories, taking walks or trips, dramatizing happenings, and looking at films or still pictures.

Experience with tools and materials is just as important as experience with ideas. Children need stimulationg materials that are ample enough to permit exploration and necessary mistakes, that arouse curiosity and investigation, and that are suitable for their maturity level. Several lessons may need to be devoted to the manipulation of a material before the children are ready to use it to express ideas.

Motivating the Activity

Each new lesson builds upon past experience and offers a challenge for growth by including some "next stop." Motivation needs to be followed quickly by an opportunity to express. While kindergarten children do better when they make their own selection of a problem, it is necessary for the teacher to stimulate interest in a material and provide a variety of experiences from which ideas and choices can come.

Before children start to work

- demonstrate or review any special uses or limitations of tools and materials involved
- direct the children's thinking and observation to significant details in size, shape, color, and mood of the subject. Recall experiences by raising questions of "where" and "how" in relation to "who" are involved and "what" they are doing.
- use pictures or objects made by others in looking for important facts about the subject. Such pictures should not be used as models to be copied by the children.
- show the essential steps to a small group each day rather than presenting it to the entire group, when a problem in construction is involved.

Meeting Success During the Work Period

When the experience has been vivid, suitable for the maturity of the group, and actively motivated, most children face the work period with confidence and meet with success. A word of encouragement and praise is usually all that is necessary. As a rule children should be allowed to work without interference until they meet difficulty.

Meeting Difficulties During the Work Period

When difficulties are met, several possible courses of action may be indicated.

- The dependent child, the one who says "I can't" or "You do it for me," will need to have his confidence renewed. This cannot be done by doing the job for him. Patterns to trace or copies to color in will not help. They tend to restrict independent thought, destroy confidence, and interfere with the normal development of expression. The use of such materials in the past is often the cause of the difficulty. Don't make this child try to meet standards beyond his maturity level. Give him much more opportunity to manipulate tools and materials before expecting him to express ideas. Be sure your motivation is clear, and take each step slowly; do not introduce too many new things in one lesson.
- The discouraged child may need to be encouraged to accept his efforts if they are the best he can do and not to compare them with others; he may need a longer period of manipulation; he may need help with using the tools; he may need help with faulty observation; he may need help with clarification of his idea. Regardless of the difficulty, do not give the child the answer to his problem; help him find it for himself through careful questioning.
- The careless child may need to have his attention called to the standard he is expected to meet and be asked to check his accomplishment against them; he may have to work more slowly or do the job over. It is essential that desirable work habits be established.

- The child who "flits" from one center to another without accomplishing anything may be over-stimulated by being confronted with too many choices. He may need to be required to complete one activity before being allowed another choice. A check list or record chart often helps a teacher determine whether or not this is a serious problem.
- The child who constantly makes the same choice to the exclusion of all others may be emotionally or socially insecure, may be afraid of new tools and materials, or may be afraid of making a mistake. He may need only a little encouragement, a little help with the tools, or a little confidence by being teamed with a friend when he starts a new activity.
- The child who regresses to an earlier stage of development in his work habits or in the art forms he produces may be showing the effects of several causes—absence from school, need for more manipulative practice, insufficient time to complete the activity, too long a time lapse between similar experiences, some disturbances in normal physical or emotional health, or the imposition of adult ideas, symbols, or "way-to-do-it."

Some flitting or regression is normal and can be expected in most kindergarten children. They have many and varied interests. They seek the new while clinging to the familiar. Their ability to concentrate on any one task for a length of time is limited.

Evaluating the Experience

It is not necessary to make a complete evaluation of all phases of the work at the close of each work period. Some kind of check is essential, however. Evaluation may occur at any time in the lesson when you or the children need to answer such questions as these:

- Was the purpose accomplished?
- How has the children's behavior changed?
- How has the product improved?
- What growth is evident?
- What next steps are indicated?

When you and the children look at the finished work, don't try to select the "best"; rather, look for all the different ways there are of expressing ideas about the same experience. Each product must be viewed in terms of the purpose of the person making it and how well he carried out that purpose in relation to his level of maturity.

It is important to collect evidence of growth in art. Some ways which are effective include:

- observation of children's behavior
- study of the product
- records of observation—check lists, anecdotal records, tape recordings of discussions
- samples of work saved over a period of time in folders, class books, photographs, or slides
- recorded individual or group conferences

Time Allotment Suggestions

The nature of the kindergarten child and the kind of art materials best suited to his stage of development make a flexible use of time essential.

- Art experiences are a part of the daily work period.
- Much time will be spent in exploring and manipulating materials.
- As each medium is introduced, discuss its peculiarities and demonstrate the use and care of tools and equipment involved.
- Provide ample opportunity for each child to explore each center as it is set up. A scheduled time for each child at a new or popular center is helpful in establishing good work habits, confidence, and familiarity with routines.
- Avoid the over-stimulation of too many choices at any one time. Four or five art centers are usually adequate; only one new one should be introduced at a time.

. . . AND EXPRESSING THROUGH MANIPULATION

. . . AND EXPERIMENTING WITH PAINT

ORGANIZING WORK CENTERS

The teacher has the responsibility for setting up centers where children can work with difficult art media. Following are suggestions for the media most commonly used in kindergarten.

Crayon

Crayons provide a clean, simple and inexpensive material for creative expression. It is important that growth and achievement in their uses be achieved and that finished products be given importance by display or use.

crayon—
  round, 4½" x ½"

paper—
  newsprint
  manila
  poster
  construction
  kraft
  wallpaper
  tagboard
  chipboard
  corrugated
  sandpaper
  paper toweling
  cardboard
  want ad section of newspaper

other equipment—
  butter boats
  boxes

The teacher will:

- Keep crayons in individual boxes or butter boats (eight colors to a box).
- Provide a box for saving bits of crayon
- Store crayons on shelves that are easily available to the children
- Store paper on shelf where children may choose their own. (Large sheets are generally most satisfactory for children's free crayon drawing.) Use different shapes for creativity.
- Provide storage space for unfinished work.

Children will use crayon in the following ways:

- drawing in design and representation
- rubbing in color effects
- rubbing in textural effects
  over leaves,
  over orange and onion sacks
  over pre-cut construction paper.
- decorating objects such as
  planters,
  drums,
  teepees,
  clothes for puppets,
  costumes for dramatic play.

Clay

Clay is a rich medium of expression. It is easy to use, inexpensive, and satisfies needs for manipulation and self-expression. Pounding, pulling, pushing clay is an outlet for a child's energy as well as a means of developing motor coordination. Because it is pliable, clay gives a child a chance to feel as well as a chance to do.

clay—
  powder clay
  moist clay
  oil-base clay (plasticene)
  sawdust and paste
  salt and flour
  cornstarch clay
  paper pulp

other equipment—
  dull knives
  hairpins
  sucker sticks
  skewers
  brushes
  rolling pins
  broomstick ends
  pop bottle caps
  wet sponges
  wet cloths
  powder paint
  enamel

The teacher will:

- Prepare a broad surface such as a plastic top table, or table covered with linoleum or oilcloth.
- Provide smocks or a man's discarded shirt with sleeves and collar removed for children to wear to protect their clothing.
- Provide storage space for finished products.
- Have each child put his leftover clay in a square or ball.
  Make a hole in each lump with the thumb or a stick. Fill hole with water so clay won't become too dry.
- Place clay in jar or garbage can so water won't spill.
  Cover with damp cloth, cover jar tightly.
- Cut large masses of clay with wire coat hanger, string, or wire; clay should be made into lumps about the size of two fists (1 lb.), to be ready for use.
- Wet sponges or cloths so children can moisten fingers or wipe hands while working.
- Place clay center close to water or lavatory door.
- Keep clay jar close to work area.

The children will

- Button and unbutton each other's smock or shirt.
- Wash work area thoroughly.

Use clay in the following ways:

- Manipulative for joy in form
- Representational for science exhibits,
  seasonal interests,
  dioramas,
  displays.

Paint

Paint is a favorite medium in the kindergarten. Color, manipulation and experimentation provide emotional satisfaction. Painting is done in a free manner for a clear, spontaneous expression of ideas:

Materials:

flat ½" brushes—one for each paint container
large sheets of paper (18"x24")
want ad section of the newspaper
newsprint
bogus (use different colors occasionally)
powder paint
poster
wrapping paper

The teacher will:

- Provide smocks or aprons to protect children's clothing.
  Daddy's old shirts make ample ones.
- Mix paint for use. Two parts paint to one part water makes a good consistency. Small amounts mixed frequently produce better results than adding more water and powder to already prepared mixtures. A pinch of salt, or sodium benzoate or a few drops of oil of cloves prevents souring.
- Provide painting areas. Easels are good but not essential. A flat surface such as a table or the floor serves well. Surfaces should be protected with newspapers, oilcloth or plastic.
- Demonstrate how to stroke brush on side of container to prevent dripping.
- Demonstrate use of flat side, edge or tip of brush.

. . . AND EXPERIMENTING WITH PAINT

. . . AND NO TOOLS

3

- See that the center is clean and provided with fresh materials at the beginning of each week.
- Provide containers for paint—small cans, ½ pint milk cartons, glass jars.
- Provide a place for paintings to dry.
- Provide sponges of cloths for clean up.

The children will:

- Learn to care for brushes.
  Clean brushes each day. Never leave to soak in the paint or in water.
  Clean brushes each day; press water out but do not pull bristles, dry horizontally.
  Store brushes end up when dry.
- Experience the use of paint to solve different problems or needs.
  Design for its own sake
  Design to music
  Design to rhythm
  Representational: experiences individual,
  shared,
  social,
  science,
  field trips,
  music,
  holidays,
  language.

Finger paint

Finger paint lends itself to the release of emotional tensions and is a medium children manage easily. Its pliability permits constant change in form by the movement of hand or arm. Rhythmic manipulation is one of its greatest satisfactions.

Materials:

large sheets of paper with a slick surface such as
    commercial finger paint papers
    glazed shelf paper
    heavy butcher paper

oil cloth surfaces may be used for first manipulations and repeated experiences

finger paint—
    commercial brands
    wall paper paste
    school paste thinned to the consistency of heavy cream
    cooked starch
    liquid starch
    powder paint added for color

The teacher will:

- Provide smocks or aprons
- Protect the surface to be used or provide space at a linoleum topped surface
- Demonstrate how to wet the paper
  wet surface of paper on dull side with wet sponge
  turn paper over and wet glazed surface with wet sponge
- Demonstrate what your hands and fingers can do—use palm, knuckles, fingers, heel and side of hand, fist.
- Give guidance on the use of paint during the period
- Provide a flat drying surface
- Press dried papers on the back with a warm iron to flatten them

Children will:

- Learn to get and prepare their own paper
- Learn to pick up paper and lay it to dry
- Wash hands immediately on finishing
- Use painting as a picture, a design paper, a decoration for the room.

Ways to Vary the Use of Paint

Sponge painting: Dip small pieces of sponge in flat dishes of thick paint and pat, whirl, press lightly, press hard and draw. Use as designs, decorative papers, etc.

Stick painting: Use a variety of printing tools—spools, blocks of wood, corks, large beads, potato masher, rim of can, a cut potato. Brush thick powder paint on with paint brush and print.

String painting: Dip 18" lengths of string in paint and drop or arrange on paper. A second sheet of paper may be placed on top and pressure applied for matching designs.

Pulled string: Dip string in paint, leaving one end clean; drop on paper with clean end over edge; cover with second piece of paper and a magazine. Second child holds magazine in place as string is worked back and forth and pulled out.

Blow painting: Dip end of 3" straw in paint, hold over paper and blow; or drop paint on paper and blow into design.

Paint splotch: Drop paint on paper with brush or stick. Fold paper where paint has been dropped, apply pressure and open up.

Spatter paint: Spatter the paint by using a spray gun with thin powder paint or by holding a piece of wire screen over a paper and rubbing with a toothbrush, dipped in thick paint, toward you over the screen.

Drip paint: Drip paint on wet paper, then lift paper and allow paint to run around. Using more than one color allows for color experimentation.

Dry paint: Place dry paint in small containers (egg cartons). Dip brush in water, then in dry powder and paint.

Crayon and paint: Draw a picture or design with crayon, pressing firmly and filling in solid areas. Leave much open background. Paint over entire surface with thin powder paint.

Paper Cutting and Construction

Constructing with paper lends itself not only to surface pasting but to depth or three-dimensional work. Different kinds of materials suggest new ideas and creativity.

paper—

newsprint
newspaper
metallic
crepe
poster
cellophane
magazine ads
tissue
wrapping
shelf
wallpaper
tagboard
confetti or serpentine
doilies
toweling
blotter
construction
corrugated
boxes
cones
cylinders
tubes
plates
buttons
cloth

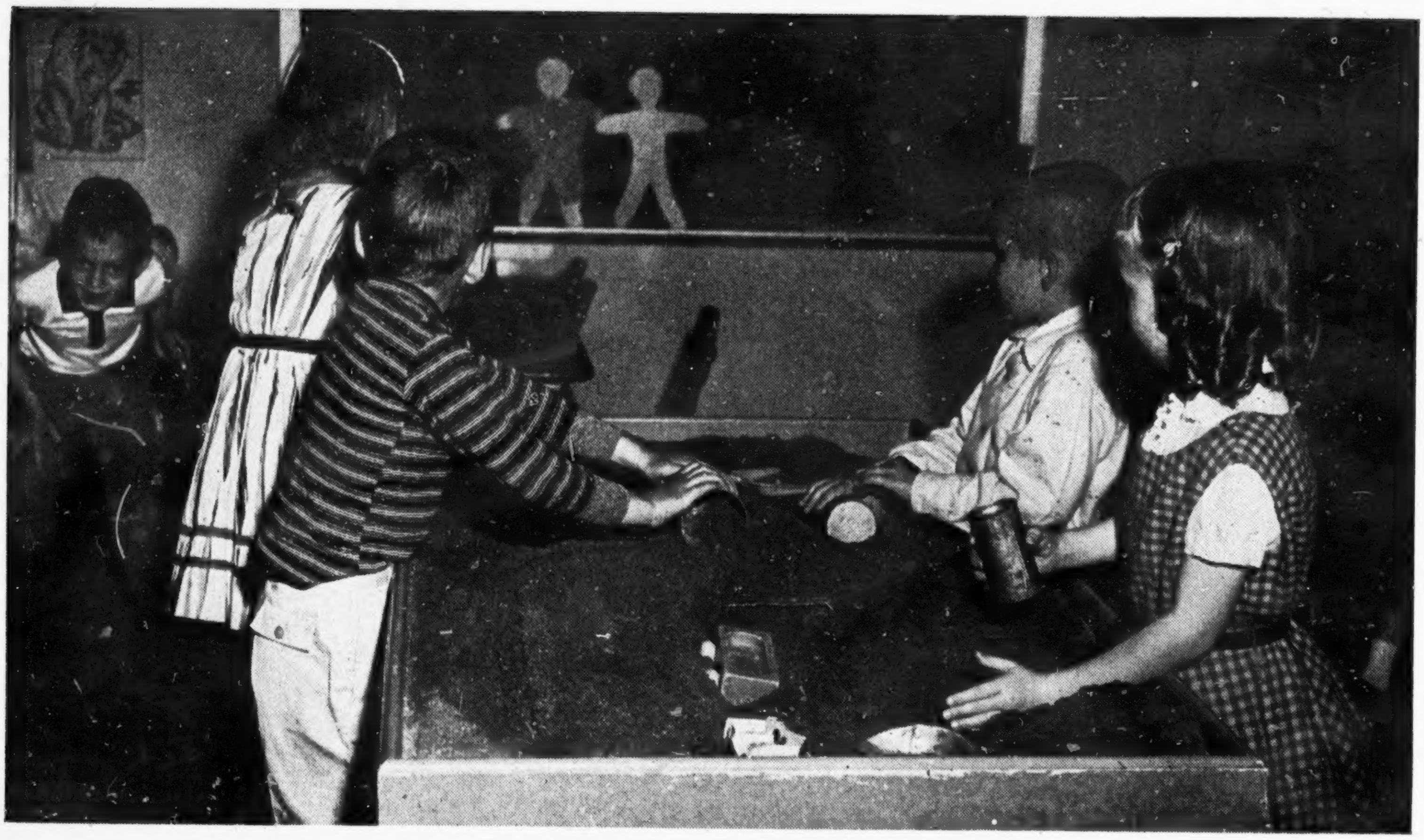
other equipment—

scissors
paper punch
pinking shears
pins
paper fasteners
stapler
scotch tape
gummed paper tape
paste
    jars
    damp cloth
    damp sponge

The teacher will:

- Cover working area with newspapers
- Provide small individual paste jars
- Provide sponges or cloth to keep fingers clean
- Store scissors, etc., so children can get them easily
- Arrange papers by size and color so they can be selected quickly and easily
- Place a cottage box near paper
- Furnish storage space for unfinished articles
- Allow enough time for cleaning up

. . . AND SOLVING PROBLEMS WITH WOOD AND TOOLS



. . . AND EXPERIMENTAL PLAY

Children will use paper cutting and construction in the following ways:

Paper Work:

Tearing and pasting
cutting and pasting
folding and cutting
costuming and dress-up
masks
signs
labels
paper sculpture

Cottage
Manage
Posters

Three Dimensional:

diorama
Props for dramatic play
puppets
holiday art
arrangements of natural things,
  stones,
  native plants,
  seeds,
  woodblocks

depth pictures
pup show
marks
dolls
bats
characters for flannel boards

The Workbench

In working with tools and wood in the kindergarten, emphasis is placed on the process of sawing and hammering rather than on the finished product. Hammering and sawing release tension, increase muscular coordination and clarify thinking. Children will enjoy manipulating, experimenting, and creating simple objects such as airplanes, boats, cars and stop signs.

Materials:

wood soft enough to take nails easily
  (Lumber yards often have free or inexpensive scraps.)
box nails—lengths in proportion to thicknesses of lumber
cross-cut saw—14" length
7 oz. hammer
a screw driver
sandpaper
a work bench with vice
  (A saw horse and C clamp will serve)
a drawer or rack for storing or hanging tools
a box for storing wood
a box of accessories such as spools, wheels, bottle caps, broom sticks, small wood scraps, pieces of leather, rope, and inner tube

The teacher will:

- Demonstrate the proper and safe way to handle tools.
- Provide space for storing children's unfinished work.
- Prepare for emergency cuts and scratches
- Allow children to finish articles with paint at times
- Plan with children for a rotation of turns at the center.

Sand Table

Wet sand is a very satisfactory media for three-dimensional expression. First attempts at using it will be purely experimental, but as a teacher varies the toys that can be used with the sand, (digging toys, molding toys, toys for dramatic play) the children's expression varies. Sand play releases children's tensions. It provides opportunity for conversation.

. . . AND SOCIAL LIVING THROUGH DRAMATIC PLAY

Some cautions with sand play are:

Sand should be damp

A brush and dustpan should be available for sweeping up spilled sand. This sand should be put in a waste basket and not returned to the sand table.

Sand toys are best if made of plastic or rubber. Toys that are to be used with block buildings should not be used in the sand.

Block Play

Kindergarten children should have experiences with small and large building blocks. At the beginning of the year children often play individually with small blocks. Later they work cooperatively with both small and large blocks.

Block play is valuable in that it encourages problem solving and helps the child to achieve balance, form and precision as he arranges his blocks. It stimulates dramatic play. It is a means of self expression. It encourages good group living habits.

The large blocks, such as Fox Blocks, or More Pla Blocks help children use their large muscles in standing, stooping, and lifting. This constant changing of positions aids muscular coordination. At first children experiment with the blocks and do not make any permanent structures. Later they use the large blocks to build a grocery store, pet shop, greenhouse, or clinic which may interest children from approximately two to ten days. Even though structures may not remain intact after the work period, children should have the opportunity to work with large blocks.

The teacher needs to be alert to situations which will encourage block building. If a child brings an airplane he may feel the need for building an airport. Or if the block play comes first, and a child builds a farm or garage, the teacher should see that farm animals or transportation toys available for dramatic play.

The Playhouse

The playhouse provides the child with valuable experiences in social living. Here they are actively engaged in dramatizing life situations.

In all probability the housekeeping center will be set up by the teacher before the opening of school. Floor screens may be used to give the effect of individual rooms, and equipment will be arranged to indicate the arrangement of a house. It is not necessary to put out all the playthings at one time. Change them occasionally to stimulate a variety of interests such as washing clothes, ironing, baking, cleaning house and entertaining. A dress up box containing postman's hat, suitcase, ladies' hats, etc. encourage children to play out different roles.

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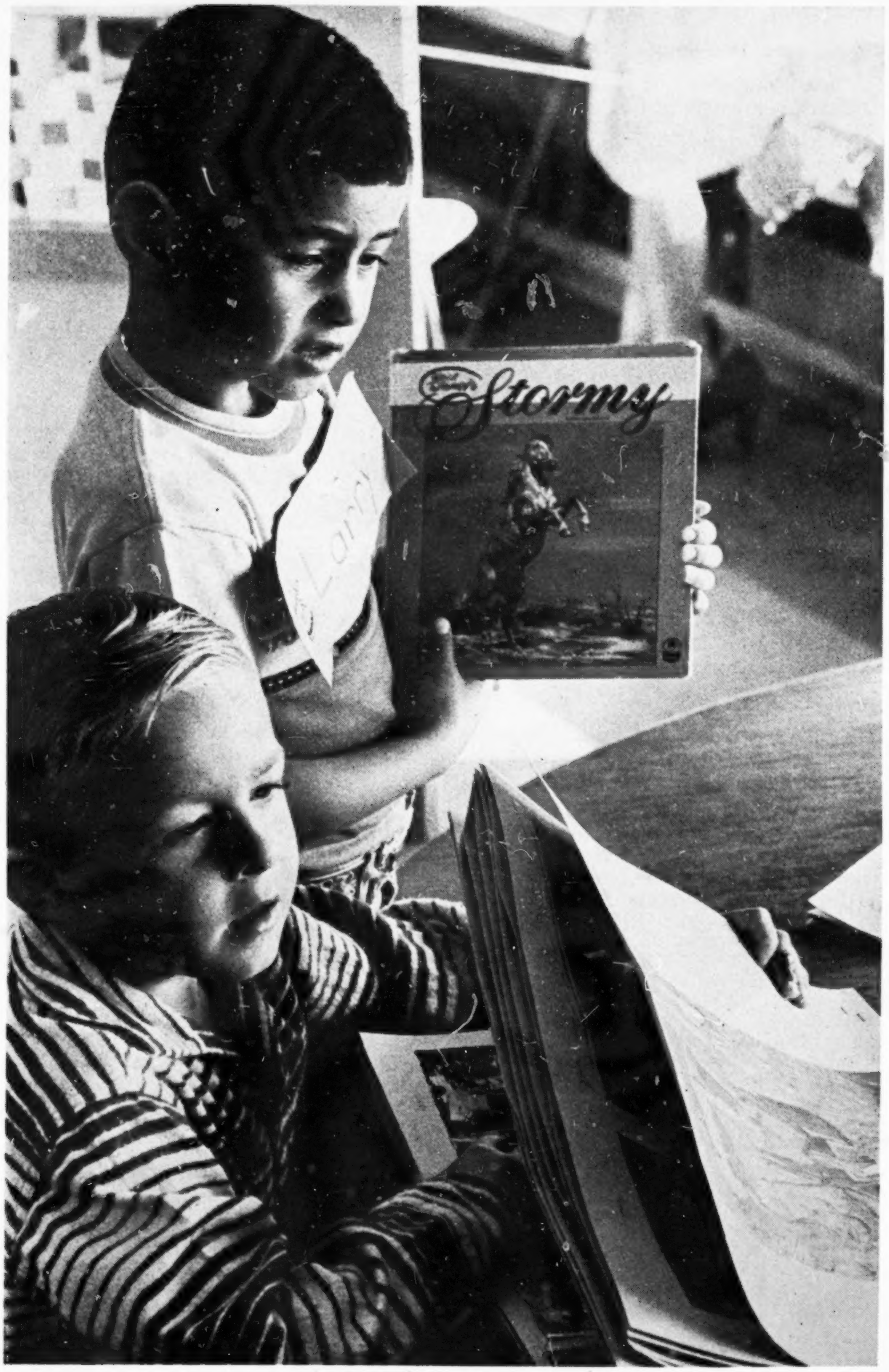


. . . AND THE LOVE OF BOOKS

LANGUAGE ARTS

Since every experience involves communication, the Language Arts are a very important part of each kindergarten activity. Throughout the daily program many oportunities are offered which help the child practice oral expression, develop listening skills, develop visual discrimination, and improve his muscular coordination.

Through participating in Language Arts activities, the child

- is able to communicate with others more effectively
- is acquiring a larger and more meaningful vocabulary
- is acquiring new and clarifying former concepts and relating them to his past experiences
- is improving his listening skills
- is beginning to think critically
- is able to plan, carry out, and evaluate activities within his level of maturity

Through observation of the child's oral ability, the teacher may observe and plan help for

- speech difficulties
- immature sentence patterns
- difficulties in group oral situations
- building vocabulary
- voice — volume, expression, etc.
- individual problems
- bilingual children

LISTENING

Listening is a necessary part of group living. Listening skills need to be developed for the efficent functioning of the group. Kindergarten children need to listen to be able to follow direction, to gain information, to be able to carry out activities, to enjoy stories and poems, and to share pleasant experiences with their peers.

The kindergarten child begins to develop the following listening skills:

Listening as though the speaker were talking directly to him.

Sitting quietly for short periods.

Watching the speaker.

Following the sequence of ideas.

Thinking of what is being said.

Waiting to comment or question.

Through participating in listening experiences, the child

- becomes more willing to give others a chance to talk
- interrupts less frequently
- becomes interested in the ideas of others
- improves his ability to discriminate between sounds
- is beginning to be able to listen for longer periods of time
- is improving sentence pattern.

Children need opportunities to listen

- to records
- to each other
- to stories and poems
- to discussions
- to music
- to rhythm instruments
- to sounds around them
- to directions
- to announcements
- to educational films
- to directions for a new game
- to classmates' voices recorded on tapes

SPEAKING

Since reading is built upon a rich background of verbal understandings and abilities, the importance of oral language experiences in the kindergarten cannot be over-emphasized. Language skills are basic to communication now and to reading success. A child needs many opportunities to speak in thought units or sentences before he encounters them in beginning reading. He needs to use the language forms in his oral language which he will later read. He should be familiar with the meanings of words in order to gain meaning from the printed page.

During the kindergarten day, the child communicates with others and improves his oral language skills through

- informal conversation
- class and small group discussions
- show and tell time (discussed separately)
- stories
- poems and rhymes
- creative expression
- dramatic play
- language games (directions, using adjectives, adverbs, prepositions).

Through participating in oral language activities, the child

- is acquiring a larger and more meaningful vocabulary
- is beginning to clarify his thoughts
- is sharing his ideas and experiences
- is beginning to adjust the volume of his voice to the group and to the occasion
- is using a pleasant voice
- is speaking with clearer enunciation and more careful pronunciation
- is suggesting ways of solving problems
- is improving his sentence pattern
- is beginning to observe courtesies in conversation —
    - habit of looking at speaker or person to whom the conversation is addressed
    - response to questions

    - appropriate expression of, or response to, a compliment
    - habit of waiting for his turn.

INFORMAL CONVERSATION

Children use informal conversation throughout the day. By talking about things which interest them, they gain self-confidence in using oral language. Informal conversation helps to develop desirable social relationships.

Opportunities for informal conversation:

Talking before school as children enter, hang up their wraps, and choose activities.

Birthdays
Family events
Experiences outside of school
New items in the room

Talking as they work and play together.

- in the playhouse
- at the block center
- at the sand table
- at the art centers
- at the science center
- at the book center.

Talking as they play outdoors.

Talking spontaneously about unexpected or interesting happenings at school.

The snow begins to fall.
A group of older children motivate a school project through a dramatization.
The firemen come to school to conduct a fire drill.
Construction projects start near the school.
Workmen come to the room for repairs.

GROUP DISCUSSION

Group discussions using part or all of the group help children to express their own ideas, consider the ideas of others, and to think critically through planning, discussing, and evaluating.

Opportunities for group discussion:

Planning activities, standards, excursions, and routine procedures.
Evaluating the effectiveness of plans.
Discussing classroom problems.
Discussing the procedure of a project and suggesting the next steps.
Discussing care of materials and equipment.

POEMS and RHYMES

Poems and rhymes are an important part of children's experiences with literature. Poetry helps the child to feel the movement, meaning, and the mood that may be expressed by words.

Suggested activities:

Saying rhymes individually.
Saying rhymes in unison.
Dramatizing rhymes.
Listening for a specific part.
Responding rhythmically to rhymes.
Making pictures of rhymes.
Making stick, box or paper plate puppets to use in interpreting poems and rhymes.
Creating rhymes and poems.

STORIES

Stories provide an opportunity for children to enjoy and share vicarious experiences. Books help to acquaint the child with his environment and increase his background of information. Through listening to stories, the children develop an appreciation for good literature and become eager to learn to read.

. . . AND FINGER PLAYS FOR FUN

. . . AND STORY TIME

Story time contributes to the development of necessary habits and skills. Children begin to increase their listening span. They learn proper methods of handling books. They learn to refer to books for information needed for carrying out activities. They choose books for enjoyment.

Story experiences suitable for five-year-olds:

Home life
Children's activities
Animals
Nature — plants — weather
Community helpers
Transportation
Simple folk and fairy tales
Simple informational books

Suggested activities with stories:

Children illustrate the story (pictures are arranged in book form or mounted on a long strip of wrapping paper folded accordion style.)
Children make a box movie or television show.
Children make puppets to dramatize a story. Sack puppets or stick puppets are easy to make.
Children dramatize stories.
Children place pictures on a flannel board while retelling the story.
Children discuss several stories which have been read to them. They might get the books and show a picture, recall a humorous event, or talk about the characters.
Children arrange story pictures in the proper sequence.
Children picture read (make up own story from pictures in book).

CREATIVE EXPRESSION

Every kindergarten experience draws upon the child's verbal resources. He expresses his reactions to the experience in his own characteristic way. This is a form of creative expression.

Children need freedom to experiment with the sound and feel of words. They need to explore the possibilities of making new words and of combining words in their own delightful five-year-old manner.

Suggested activities:

Provide many interesting experiences and encourage children to talk about them.

Encourage children to describe how they feel and what they see.

Use a "feel box" (velvet, corduroy, silk, flannel, sandpaper, etc.) to develop a vocabulary of descriptive words. A child reaches into a box containing different objects, selects one, and feels it without looking. He describes the object to other children without telling them what it is.

Describe an object's appearance with such phrases as:

black as night
black as my kitty
black as my shoes

Show a picture and encourage children to tell a story about it.

Start a story and have children finish it.

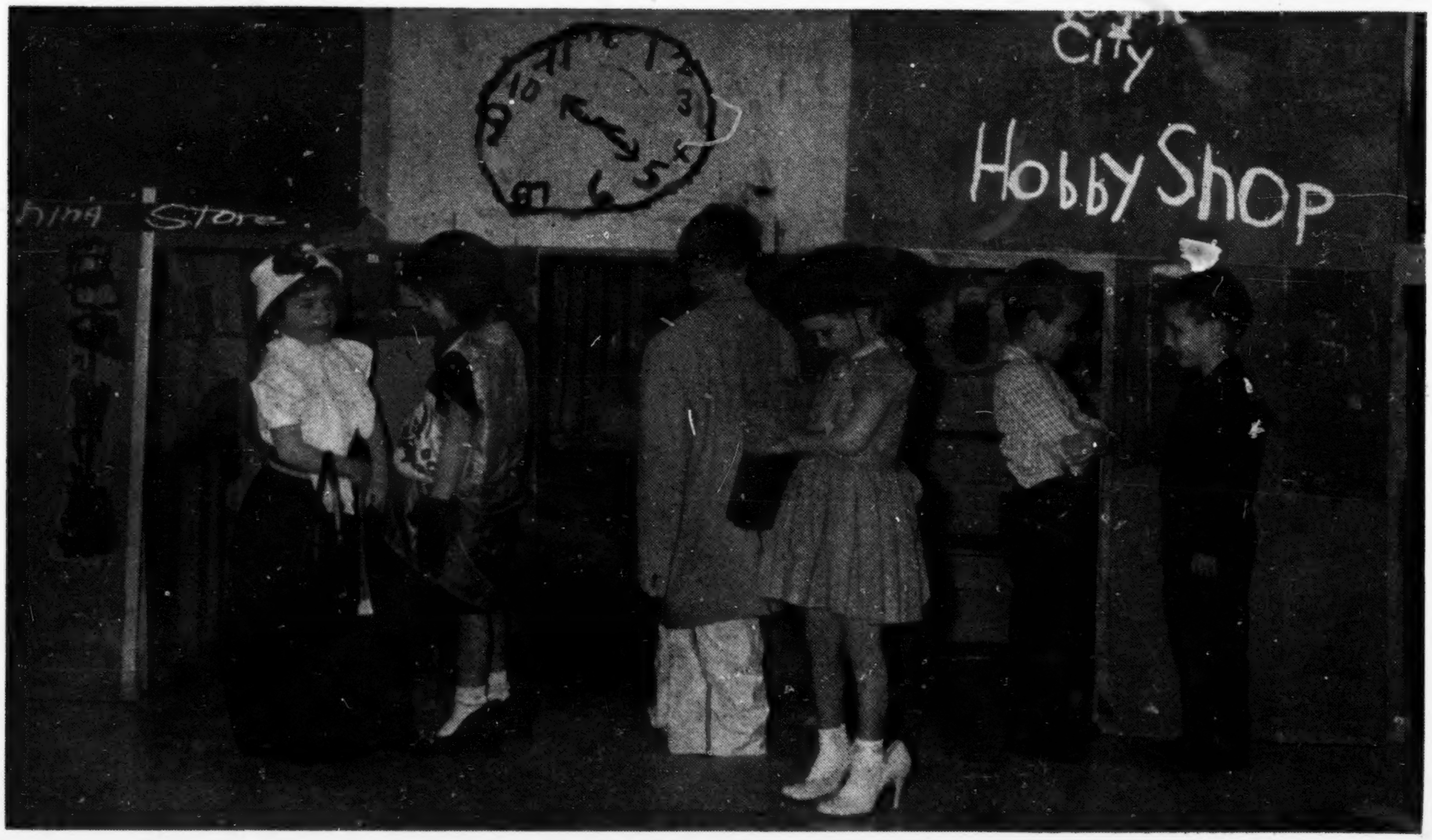
Prepare a mystery box with the help of a few children who give clues for others to guess.

Let the children listen to the teacher make up stories about them.

Create a story about the day's work period activities, an excursion, or other interesting happenings.

Use child's spontaneous refrains in activity with whole group:

"I work, work, work and I work, work, work."
"I jump and I run, I jump and I run."



. . . AND IMAGINATIVE PLAY

DRAMATIC PLAY

Dramatic play provides opportunities for the child to relive his experiences in an imaginative and creative way. The child becomes one with the person whom he portrays and interprets roles as he has observed and experienced them.

Dramatic play offers a wealth of experiences in social living. Children learn to share ideas and materials and to incorporate the ideas of others in their play.

Spontaneous dramatic play is a part of the work period. Block, sand, and playhouse centers provide excellent opportunities for self-expression through dramatic play.

DRAMATIZATION

Children like to "play" their favorite stories and poems. Stories which have interesting characters, repetition, and an easy sequence lend themselves to dramatization. Only very simple equipment is used.

Motivation and Preparation for story dramatization:

Present the story several times. Children should be very familiar with it.

Discuss the story —
- characters
- sequence of events

Discuss needed props.

Choose the cast. The group may be the sound effects.

Stories to dramatize:

Seven Little Diving Ducks
Ask Mr. Bear
Billy Goats Gruff
The Tired Giant
Three Little Kittens
Caps for Sale
Three Bears
Little Engine that Could
The Little Blue Dishes

Suggestions for stimulating dramatic play and for books to use for story dramatizations are found in:

Ward, Winifred. *Playmaking With Children.* New York. Appleton-Century-Crofts, Inc., 1957, pp. 20-45, 302-306

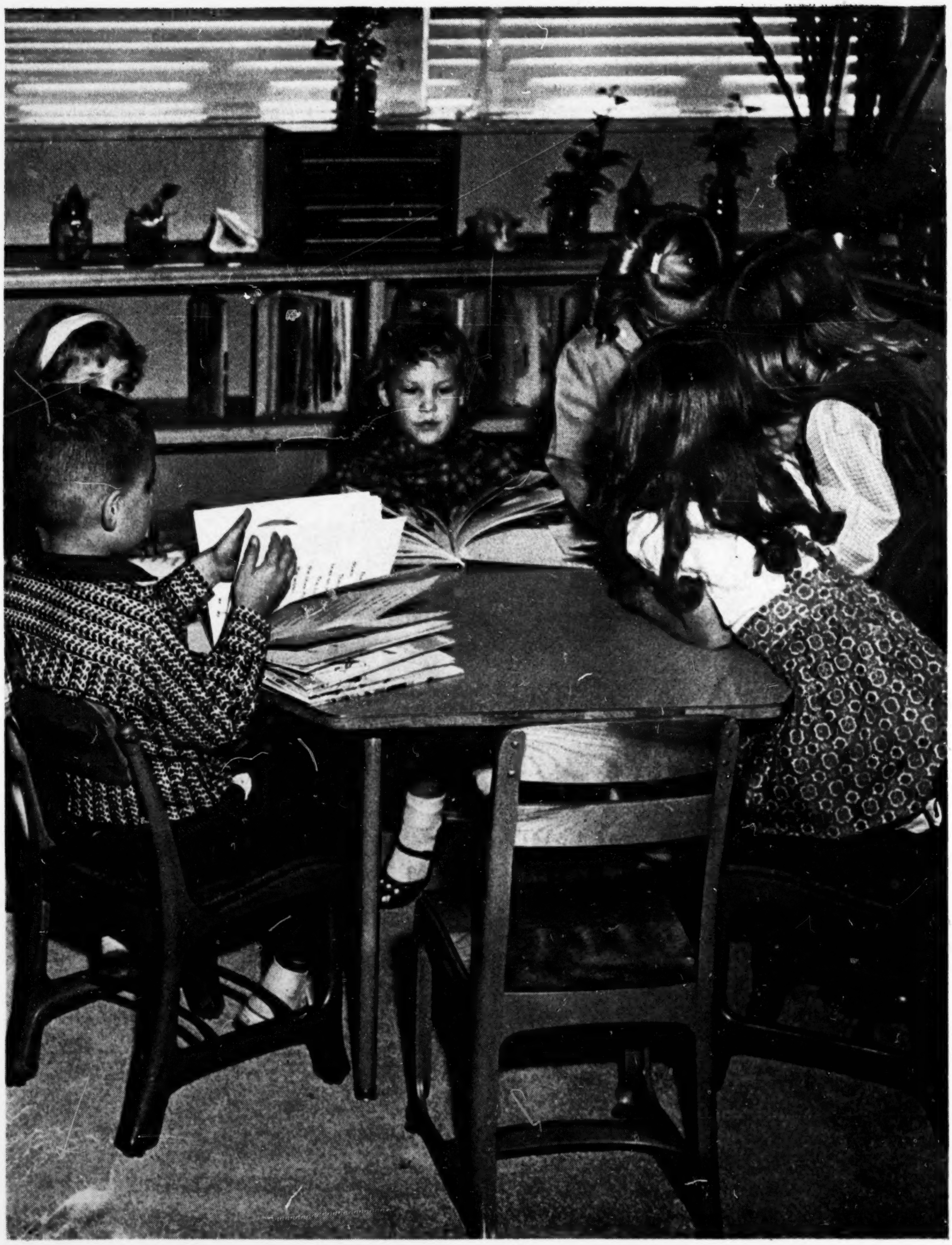
Suggestions for other dramatizations

Dramatizing experiences and observations.
- Trip to the zoo.
- What mother does.
- Getting ready for school.
- Fun in the leaves.
- Going to the office.

Dramatizing courtesies.
- Introducing visitors.
- Sharing toys.
- Waiting to get a drink.
- Using "please" and "thank you".
- Using "excuse me".
- Requesting permission and favors.

Dramatizing asking questions for

- directions
- permission
- information
- materials



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ACADEMIC AWARENESS

READING AWARENESS

Each kindergarten activity and every kindergarten day helps to build the experiences and learnings which are necessary to success in first grade reading. These experiences cut through and across all fields of knowledge and all areas of interest. Through many activities the child learns to integrate new learnings with his past experiences in order to build a foundation upon which further learnings may be placed. Because of the lack of pressure toward prescribed subject matter goals, the kindergarten teacher may provide a variety of experiences and time to talk about them.

The difference between the kindergarten and the first grade program is most evident in the nature of the experience. In kindergarten the experience and learning program is informal. Emphasis is placed upon providing a variety of experiences instead of carrying out a directed and planed program of activities.

Through participating in informal learning experiences, the child

- acquires a background of experiences upon which to relate new learnings
- acquires necessary oral language skills
- solves problems at his level of maturity
- plans, carries out, and evaluates his activities
- improves his muscular coordination
- notices likenesses and differences in sounds, figures, pictures, sizes and shapes
- distinguishes between sounds in his environment
- establishes left to right eye motion
- establishes eye-hand coordination
- grows in self-reliance and self-confidence
- develops an increased interest in books and stories

The child gains the skills, knowledges, and attitudes necessary for success in beginning reading in first grade through

- orientation

  Recounting an interesting experience
  Showing a favorite possession
  Telling about an important family event
  Participating in activities related to the calendar
  Counting children for attendance

- planning

  Setting up group standards
  Planning an excursion
  Planning for work period
  Discussing routines
    - Care of equipment
    - Care of classroom plants and pets
    - Rules for emergency drills

- evaluation

  Evaluating the success of group standards
  Evaluating the learnings and behavior of an activity
  Discussing the progress made by the group
  Evaluating the effectiveness of routines

- stories

  Enjoying many stories
  Retelling stories
  Telling stories with the flannelboard or with picture cards
  Telling stories in sequence
  Dramatizing stories
  Referring to books for information
  Illustrating stories
  Enjoying picture books that tell a story
  Hearing rhyme in songs, finger plays and poems
  Using different tones of voice to interpret feelings conveyed in words

- games

  Participating in games involving
  - Visual skills
  - Auditory discrimination
  - Memory

  Playing games involving speaking parts
  Playing games which improve coordination
  Enjoying group experiences in sharing equipment and taking turns
  Playing games which require sentence answers

- work period

  Following through on individual and group plans
  Cleaning up after work is finished
  Working cooperatively with other children
  Improving hand-eye cordination through the use of materials and tools
  Respecting the rights of others
  Using oral language in communicating plans and carrying out activities
  Evaluating work with the teacher

- music

  Listening to records
  Learning songs
  Dramatizing songs
  Responding rhythmically to music
  Choosing appropriate rhythm instruments to accompany songs
  Recognizing different musical sounds

- developing specific skills

  Reading Readiness in Kindergarten and First Grade. Minneapolis: Minneapolis Public Schools, 1956, pp. 13-24

This publication offers many concrete suggestions for developing the following abilities:

Oral language skills
Mental alertness
Motor skills
Visual skills
Auditory skills
Social and emotional stability

WRITING READINESS

Many kindergarten children are not ready for writing which requires coordination of the small muscles. This should never be forced. However, children participate in many experiences which contribute to their readiness for writing.

Through writing readiness activities the child

- acquires more control of his small muscles
- improves his hand-eye coordination
- understands the necessity for and the uses of writing
- becomes interested in learning to write

Since the development of his large muscles precedes that of his small muscles, activities fostering the improvement of large muscle coordination contribute to the child's readiness for writing.

A child improves his muscular coordination through

- rhythmic activities—bodily response and use of rhythm instruments
- block play
- playhouse activities
- games
- art activities requiring the use of the smaller muscles and eye-hand coordination
  - drawing with large crayons
  - cutting and pasting
  - working with clay
  - sawing and hammering
  - painting at the easel
- outdoor play equipment
  - jungle gym
  - swings
  - swing gym
  - slide
  - wagons

The child begins to understand the function of writing and develops the desire to learn to write by

- dictating letters and stories
- recognizing his name
- observing labels made by the teacher for
  - bulletin boards
  - areas in which supplies are kept
  - children's work
  - signs necessary for special projects.

When a child wants to write his name —

Often an interest in writing is initiated by the child who wants to identify his work and belongings with his name. He may have been taught to write his name, usually in capital letters. Sometimes he will attempt to copy his name from his coloring paper or to copy the attendance record or other numbers from the blackboard. When there is a need to teach a child to write his name and he is is ready to learn this, be sure to show by your example the correct form, size and shape of the letter. Stress the starting place and the correct direction to go. The kinesthetic approach is helpful at this time. It is most important that the child learn left-to-right and top to bottom directions in his writing.

. . . AND REALISTIC NUMBER LEARNING

NUMBER CONCEPTS IN THE KINDERGARTEN

Children are interested in numbers before they come to kindergarten. Some may have learned to count by rote, but, usually, it has little real meaning.

In the kindergarten there are many opportunities for children to use numbers and develop simple quantitative concepts. These experiences with numbers evolve naturally from the day's activities.

Early in the kindergarten year, children will be concerned with simple counting experiences needed in their daily activities. Ability to use numbers intelligently will expand as children grow in social understanding. As the year progresses, appreciation for the many ways numbers function in daily living develops as children solve individual quantitative problems, build a rich and useful quantitative vocabulary, and acquire concepts of simple units of measure.

All arithmetic in the kindergarten should be informal with no facts taught in isolated drill or as a separate period in the daily program. Experiences will need to be brief to correspond with the short attention span of this maturity level. The ideas in this outline are by no means exhaustive, but are meant to serve as suggestions only. During the course of each day the alert teacher will find many more opportunities to give meaning to simple numbers and their application.

COUNTING

Enumerating real objects gives meaning to number sequence and quantity. Tactual, visual and auditory counting are all important.

Suggested activities:

Children.

How many boys?
How many girls?
How many children all together?
How many have pets?
How many in row 1?
How many can sit at table 1?

Supplies.

How many sheets of paper are needed at table 2?
How many scissors are needed at this table?
How many crayons are in your box?
How many books are on the library table?

Equipment.

How many stripes are in the flag? How many red? How many white?
How many dolls are in the playhouse?
How many children are in the playhouse?
How many trucks are there?
How many fish in the fish bowl?
There are too many children in the block corner. How many will have to leave? (subtraction idea)
The block tower is too high. Take six blocks away. (subtraction idea)

Dramatizations.

How many characters will we need to play this story?

Three Billy Goats
Three Bears
Little Red Hen
The Farmer Plants His Corn

Games.

Billy may chose four children for this game. Count to see if he is right.
How many times can Bob jump rope without missing?
How many times can Mary bounce the ball? Count aloud.
"Jack in the Box" game
    Children sit in a circle, each child squatting down as if in a box. The "Jacks" count, beginning with one. As Jack one says "one", he jumps out of his box. As child two says "two", he jumps out of his box, etc. After all are out they count the opposite way, going back in the box.
"Ten Little Indians" game
    Children number to 10. As they sing their number, take one step forward, making a new line. After all are out they count the opposite way, taking one step backward.
"Musical Chairs" game
    How many chairs do we need? Is there one less chair than children? (subtraction idea)

Money

Learn to recognize penny, nickel, dime and other coins as needed.
Count pennies for milk.
Count dimes for the March of Dimes.
Count pennies for the puppet show, Red Cross and United Fund.

Groups

Grouping by 2's
    March by 2's
    Partners in a game
    Pair of eyes in the fish bowl
    Children wearing brown shoes stand. See the 2's. Count the brown shoes one at a time. Who can count the shoes two at a time? Which way is a faster way to count? Do the same for black shoes and white shoes.
    What things come in pairs?

shoes
stockings
slippers
galoshes
mittens
gloves
skates
skis
boots
drum sticks
shoe laces
socks

Terms
    pair, couple, double, both, by twos.

Learning to recognize groups of 2, 3, and 4 objects without counting
    What has three wheels?
    What has four legs?
    There are three fish in the bowl.
    How many can play in the doll house?
    String 2, 3 or 4 beads of one color and 2, 3 or 4 beads of another color.

Ordinals, first, second and third

Joe may be first in line today.
Peggy may have the second turn.
The third Billy Goat finished off the Troll.
Sunday is the first day of the week.
John is the first one ready to go home. Who will be second? Who will be third?
The first child may be the drummer in our marching band.
The first three children to finish may put away their toys.
What song would you like to sing first today? Bill may choose the second song. Bobby may choose the third song.

The first grade room is right next door to our room. The second grade room is farther down the hall.

What is your first name? Your middle name is your second name, and your last name is your third name.

Children at the first table sit. Children at the second table stand.

TIME

Young children have very vague concepts of time. Time takes on meaning as they assume responsibility for related daily activities.

Suggested activities:

Calendar

Mark off days on the calendar.
Mark birthdays on the calendar. Draw cake and candles.
Emphasize holidays.
Keep a weather calendar.
Count the days until our Valentine party.

Clock

Set a play clock to the time for singing. At intervals compare the room clock with the play clock. Not time yet — almost time — now it is time for singing.
Times to look for on the clock:
  Time to go home
  Time for certain games
  Time for stories
  Time for clean up
  Time for mother to meet you
We must be ready in 10 minutes. (To child, it means a short time to finish. Hurry!)
Warning signal, five minutes until clean up time.

FORMS

Opportunities to learn the differences in forms and shapes and their correct names occur almost daily.

Suggested activities:

Triangle

Jimmie plays the triangle in the band.
Use this shape for May baskets.
Triangles may be formed with thumbs and forefingers in finger play.

Circle

Make a circle for our game.
Put the chairs in a circle.
We make a circle when we draw the sun, wheels, etc.
Some kindergarten tables are round.
The big, round moon—shape of a circle

Square

Our doll house is square.
Some blocks are square.
Squared paper is sometimes used.

Oblong

Some kindergarten tables are oblong.
Our crayon boxes are oblong.
Windows and doors are oblong.

Cube

Some boxes, and some counting blocks are this shape.

FRACTIONS

Awareness of the relationship of a part to the whole unit develops as children solve problems requiring them to divide materials, etc.

Suggested activities:

Half, quarter, equal parts
We come to school for half a day.
Jane used half the pegs, and John uses half.
Half the row of children may sit on the floor.
John has a piece of paper. Billy has none. John wants to give half of his paper to Billy. Who can show him how to divide the paper in half?
Use only half of your ball of clay today. Share the other half with Billy. Be sure you each get the same amount.
I am five and one-half years old.

MEASURES

Concepts of weight, length and quantity grow as children use common measuring tools and make comparisons and estimates.

Suggested activities:

Nurse measures each child's height and weight.
Teach name of yardstick and ruler.
Use yardstick to measure playhouse. How many sticks long?
Measure a piece of paper so it will be the right size to go under the rabbit cage.
The milkman leaves two quarts of milk at Mary's house.
Keep a set of measuring cups, spoons, etc. in the sand table.
The chimney is too large for the house.
John is older than Mary, but he is younger than Sally.
Some dolls are larger than others.
Bring me two blocks that are alike — these two are different.
Longer — This table is longer than it is wide.
    Show me a long stick — a short one.
    His string is longer than mine.
Bill is taller than Tommy.
We need another block the same as this one.
Will all these things go into the little box?
Take short steps — take giant steps.
Estimate depth and distance apart when planting seeds.
Compare the temperature outdoors with that in the room.
How many eggs fit into an egg carton?
How may blocks do you walk to school?

ADDITION and SUBTRACTION

"More" and "less" are understood as children put together and take away real objects.

Suggested activities:

Bring more supplies for work centers —

two more scissors
one more paint brush
three more paper towels.

Add late comers to the attendance report.

Notice combinations of objects about the room. ("There are three pigs in this picture — one big one and two little ones.")

Shorten a block tower by taking away blocks.

Notice that when eight children each take away one scissors from a box of ten, two scissors are left in the box.

VOCABULARY*

Arithmetic vocabulary used in social situations tends to become functional. During the kindergarten year the teacher and children will find occasions to use most of the following list of words:

adding to
above
after
afternoon
all
altogether
and
another
answer
any
April
clock
clock face
collect
corner
cost
count
couple
crowd
cup
date
day
December
dime
dollar
double
down
dozens
draw
each
early
earn
eight, eighth
eighty
eleven
enough
equal, equally
even
exercise
fall
fast, faster, fastest
February
few, fewer, fewest
fifteen
fifth
fifty
first
five
follows
foot
four, fourth
fourteen
forty
Friday
around
August
autumn
back
before
below
beside
between
big, bigger, biggest
bottom
block
heavy, heavier, heaviest
height
high, higher, highest
hour
how many
how much
hundred
in
inches
January
July
June
large, larger, largest
last
least
less, less than
line
little
long, longer, longest
low, lower, lowest
March
May
match
mean, means, meaning of
middle
minute
missing
missing number
Monday
money
month
more
morning
most
narrow
need
nest
nickel
nine
ninth
ninety
no
none
both
bought
bunch
buy
by
calendar
cent
change
check
circle
class
or
order
out
paid
pair
part
pay
pennies
penny
piece
pile
pint
place
plus
pound
problem
put
quart
quarter
received
rent
right
right order
ring
round
row
ruler
same as
save
season
separate
second
sell
September
seven
seventh
seventy
several
shape
side
sign
six, sixth
sixty

---

* The Mathematics Program of the Denver Public Schools Kindergarten and Grade One.

from
front
going across
group, grouping
half
half dozen
half pint
have left
summer
Sunday
taking away from
tall, taller, tallest
telling time
temperature
ten, tenth
thermometer
think
third
thirteen
thirty
today
top
thick, thicker, thickest

November
number
o'clock
October
old, older, oldest
on
once
one, ones
three
through
Tuesday
Thursday
together
toward
twelve
twenty
twice
two
upper
under
up
use of
value of

size
short, shorter, shortest
small, smaller, smallest
sold
spent
spend
spring
strut
wages
Wednesday
week
weigh, weighs
whole
wide
winter
word
write
wrong
yard
yardstick
year
yesterday
young, younger, youngest

BIBLIOGRAPHY

See general bibliography

WORKING WITH PARENTS

TEACHERS AND PARENTS NEED TO WORK TOGETHER

The child brings his home and family to school. He brings them through the beliefs and emotions by which he lives. Teachers need to know the parents and what experiences a child has had before coming to school in order to understand and guide him during the kindergarten year.

When he comes to kindergarten, the child is leaving the warm security of his home for an unfamiliar new world. It is very important that this first year of school be happy and successful. Mother and teacher are the two people who have the greatest responsibility in establishing patterns of happiness and success for him.

The teacher needs to feel the importance of parents. To assume that all parents are seeking the best education possible for their child helps a teacher to build a successful relationship with parents. Being a parent is not easy and a teacher must have an appreciation of their job. There must be mutual trust as parents and teacher share information, think through the behavior desired for a particular child, and work out a plan together. The above statement is an over-simplification of the complex process of re-education needed many times, but "working out a plan" may mean support and encouragement to accept the child and work with him as he is.

School and home need not use identical means of guidance. School and home are different environments. Parents and teachers are different people. The important thing is that both home and school, each in its own way, provide for needs that are basic to a child's total development. These needs are:

Warm affection and response for what he is
Firm belongingness
Chances for wholesome sensory experiences
Achievement according to his abilities
Recognition for what he accomplishes
Health and physical development

In some homes these needs are not adequately met. The school then has additional responsibility. It may be possible to help bring about certain changes in the home situation. But in the meantime there will need to be extra provision at school for the lack at home.

The kindergarten teacher has unique opportunities. In each group are some parents who are meeting a *first* teacher. This first contact with the school places a special obligation on the kindergarten teacher. She must convince parents that the school believes in a team approach—parents and teacher working together for the welfare of their children.

Each contact with the home is significant. Each contact with the home reveals something. The enrollment blank tells many things about the home, but each casual conversation, note, or observation of parents as they greet their children tells something more. Notes are filed along with notes of children's comments or other data to be considered later in guidance matters. There is no pre-established pattern for developing good parent-teacher relationships.

Parents are as different as children. There are differences in communities, in socio-economic status and educational level as well as the myriad of differences in individuals. There is the timid parent, the defensive, the rejecting, the accepting, the adequate, the over-protective and the ambitious. There are ways of working with each. The beginning is the same with all types—a warm accepting approach.

WAYS OF WORKING WITH PARENTS

Your principal is the best source of advice as to what might be a workable plan in your school. You are the best guide to which method will work for you personally. The following ideas are those which have been tried by teachers in Colorado:

Pre-school Roundups in a Small School

In the spring the names of prospective kindergartners are brought by the kindergarten class and other school children in a canvass of the neighborhood. Invitations are sent to a few children each day to come to the kindergarten class to visit — with a friend when possible. Mothers are asked to call for children at a convenient break, meet the teacher, and receive registration materials and perhaps a handbook.

The local paper may alert prospective kindergarteners to a pre-registration at the school and children and parents may be invited to see the kindergarten room and the teacher. A Parents' Handbook goes home with complete information and suggestions.

Mother and child are invited to visit the class on a particular day.

Pre-school Roundups in a Large School

The Parent Education Pre-school group may visit the kindergarten class.

A kindergarten teacher may participate in an orientation program with the Parent Education Preschool group.

The PTA may sponsor a tea for prospective kindergarten mothers while children visit the kindergarten room and meet the teacher.

A well planned roundup program in the spring will materially reduce the value of tears on the first days of kindergarten. Children spend the summer in eager anticipation but without the apprehension sometimes experienced. Parents too, are reassured.

Handbooks

Many schools have handbooks for parents. Space prevents giving any samples of these but a listing is included in the bibliography.

Registration

Some teachers register their own classes before school starts in the fall, allowing some time for a little visiting with each parent and child.

Other teachers prefer to give the children priority and invite them into the room to play while parents are registering with the help of some mothers in a hall or adjoining room. Each parent then meets the teacher as she calls for the child. Parents have an opportunity to request an appointment for a conference if they feel something which needs to be discussed in the first few days of school.

Conferences Before School Starts

Some teachers feel the need for parent conferences before the child starts school. This is difficult to accomplish because of the many demands at the beginning of school. A shortened session will provide time for these conferences and also an easier beginning for the child. Children are overly stimulated by the large group and in those first days frequently look forward to going home. Separation from mother and an eagerness to share the happenings of the morning account for some of this feeling but most of it may be sheer exhaustion. Parents will support this plan and appreciate it if the purpose is explained to them with emphasis on the benefit of the child.

Another plan which has proved successful in Colorado as well as in a study reported by Neith Headley (NEA Journal, March 1954) is that of having one-third or one-half of the class come each day for a short session. This arrangement is sometimes extended for several days or two weeks in order to ease the tensions associated with first experience in a large group. If the teacher interprets this procedure to the parent in the light of its advantages to children, the first step has been taken toward better understanding of the school's philosophy and respect for the teacher's enlightenment in child development.

First Day

Teachers handle the problem of what to do about the child who is reluctant to leave his mother on the first day differently. Some suggest that mother say "Good-by" at the door and leave promptly. Others favor the mother taking a more leisurely departure after she has made certain the child is comfortable about staying. Sometimes it is the *Mother* who is very reluctant to be separated from the child. If the mother stays, it is well to keep her busy so that her full attention is not focused on the child. There is frequently some clerical work or other assistance she might give with the teacher's direction. Those adjustments come easier to the experienced teacher. If the teacher feels that she can not be as relaxed with the children when a parent is in the room, she may ask the mother to bring the child back the next day. Then, he may be more ready and the other children more composed. An unhappy child can be quite a problem to a busy teacher but each parent needs to feel that the teacher is concerned about his child!

Orientation Meetings

Orientation meetings are scheduled in many schools in the first few weeks of school. This meeting is usually planned to include a presentation of the year's objectives and interpretation of the experiences planned as well as some suggestions for their participation. There should be time for questions. Parents are interested in your feelings about children and your understanding of their growth and development. The teacher will do well to allow much of her philosophy to color the interpretation of the program, and to use non-pedagogical terms.

This meeting may be part of a "Back to School" night at PTA or it may be an informal gathering giving special emphasis to mother and father both coming to explore the materials and toys in the kindergarten.

There may be a tea for the new kindergarten mothers and opportunity to chat with the kindergarten teacher informally.

Parent Participation

Parents are eager to help but must be guided in the ways of helping. They may meet as a group with some problem such as equipment. Sometimes it is very wise to ask an individual parent to do something special, such as:

- assist with eye examinations and height and weight records
- help with a special activity like a parade or making cookies
- help with excursions
- serve as resources for excursions such as a contractor making an excavation, building a house, or moving a house
- invite the class to see the new puppies, father's model trains, and the like.

Sometimes a teacher asks the mother who *most needs to be asked to help* rather than the one with talent.

Incidental Contacts

These may prove to be your most valuable contacts because the situation is natural and without any of the anxiety of a planned interview. There will be much gleaned from a few words of conversation as the child is picked up or brought to school.

The teacher may encourage notes from home when she writes informal notes. Sometimes an observation which seems significant can be written into a simple note which builds rapport, provides recognition for the child and may interpret the program as well.

"Mary Ann told us about your trip to Cheyenne Mountain Zoo on Sunday. She seemed to enjoy it so much and reported it well. Having exciting news helped her with her first little speech before the class."

Just a word or two on a painting or a shapeless wood production that is going home will often avoid embarrassing questions to the child.

Reporting to Parents

Some schools send a report card or a Progress Report home at intervals. Most of these bear some remark such as "It is especially important that parents of kindergarten children work closely with the teacher. You are, therefore, invited to visit class and to confer frequently with the teacher." Most kindergarten teachers feel that the "conferring" should have precedence over the "reporting"! There is much interpretation needed in any reporting of kindergarten progress. The teacher needs information and the responses of parents in a face-to-face situation if she is to understand and guide the child.

Parent conferences are often scheduled at times other than when reports are sent home. Two conferences are held in many districts—one in the fall and one in the spring. There is usually some released time for these conferences. Many conferences in a given time is an exhausting business' but incidental conferences, or individually scheduled ones after a heavy day in the classroom is a big order also. Perhaps teachers can earn released time as they prove the worth of their efforts in conferring with parents.

Parent Discussion Groups

If there has been a Parent Education Preschool group in your community, conducted by the Colorado State Office of Vocational Education, you have a group well oriented in parent education. Many times these people will present themselves to the kindergarten teacher and wish that they might continue their group meetings. The teacher may use these people to organize the group for a few meetings on topics they suggest with the teacher as the leader or she may wish to investigate the possibility of setting up a group on the kindergarten level to continue under the same program as the preschool.

The first step would be to enlist the support of the school administration. The amount paid a qualified teacher for conducting a Parent Education Program should be agreed upon by superintendent and teacher on an hourly basis. A guaranteed percentage of an approved teacher's salary may be reimbursed at present through the Homemaking Division of the State Office of Vocational Education. For further information regarding this possibility, contact the Area State Supervisor, Adult Homemaking Education.

One such group has been meeting in a school district in Colorado under the leadership of a trained teacher. The parents conduct the business of their group and participate in a discussion on some topic of concern to them.

Teachers' Letters

Where there is no handbook, there may be letters from the principal stating school policies. Kindergarten teachers may write friendly informal letters at the beginning of school or at any time to take up a particular topic. Any letters of this kind should be carefully planned. It is wise to have them approved by the principal.

Dear Parents:

"Many of you express concern over the number of things children bring for our 'Sharing Time'. I believe that children should feel free to make their own selections and they will become more discriminating as the year progresses. To bring a favorite toy or some treasure to show the class seems to be an important link between home and school, and helps the child to feel that he 'belongs.' The experience of speaking before the group builds language facility, as well as self-confidence. There will be opportunities for you to help him make contributions to some current interest. I will try to keep you informed of what our special interest may be.

Right now we are busy with Halloween fun. Halloween is a good time for discussing fears —such as fear of the dark, and the like."

Or, when sending a note about some plans you might add this thought: "Many five-year olds do not report very accurately. They usually do not express themselves well enough to give a good account and so it is easier to say, 'We just played,' then to tell you what happened at school. When you know something about what we are doing you are able to talk about it with him and encourage his sharing of school experiences with you. As your child gains more experience in reporting what we do at school you will see his ability to report grow as the year progresses."

Planned Visits

Parents shoud know early in the year that they are welcome to visit but should arrange a time with the teacher.

Parents may be invited in groups to observe a specific activity or just as a means of interpreting the program and an opportunity to observe their children in the group. They may be seated in the back of the room and given a paper with guides for observing.

Parents may be encouraged to come for a visit and participate and share with the children informally. Some teachers find this technique very satisfying. The parent becomes involved in the activities and interested in the total group. The teacher may chat with the parent at the end of the visit and point out some of the significant developmental behavior of children. Many times the children accept this type of visit from parents most favorably. They appear quite relaxed and respond naturally and happily. So much is dependent on the parent-child relationship, that it is impossible to say what techniques will produce a successful visit or even to presume that all visits can be successful.

Some teachers like to suggest that the parent make himself as inconspicuous as possible and not react to anything.

The creative teacher will experiment with different plans at different times and for different times and for different people. Teachers can learn to enjoy parent visits very much. Some of the high points in teaching come from having another adult with whom to share some rich experience with children.

Parent-Teacher Conference

Space again prohibits any discussion of how to conduct a conference. Each district subscribing to parent conferences plans usually has in-service help for teachers.

Preparation for the Conference

We will concern ourselves with the preparation for a conference. It is difficult to know sixty or seventy-five children well enough by the first conference to make accurate statements unless there is some plan for records and specific observation. A teacher jots down her observations and transfers them to records later. Notes may be such as "Mary talked freely with the children around her today", "John has stopped yelling—seems more relaxed", "Billy skips now". Revealing remarks from stories and art work may help to build a background of understanding. Recorded with dates these notes are sometimes very significant in summarizing progress for a conference.

Anecdotal records are a physical impossibility for sixty or seventy children but may be necessary for one who exhibits unusual behavior and may need to be referred for professional psychological help.

It is easy to reveal inadequate observation. It might be better to state "I don't know this child well enough yet" than to assume that something is true of him because you have a concept of his being "well adjusted," "immature," "superior" or any of the other labels that we sometimes use.

"Billy is a nice little boy" is not enough! A child study check sheet appears on page 145, It is probably not possible to check every item for every child and a compulsive insistence on this would defeat the purpose of *knowing the child.* A conference sheet is used as a guide and can only be as effective as your observation and recording has been.

No matter how comprehensive a conference sheet is, a reviewing of it to a succession of parents can be a deadly process. It is your preparation, not your presentation!

Conducting the Conference

The first conference may be characterized as a Get-Acquainted Conference—and teachers must give some thought to what they wish to learn from parents.

The health history is a good spot to begin. As you learn about the physical development of the child you will probably glean something about the mother's attitude toward him, his status in the family, and the parents' expectations as well as some measure of their enlightenment about child development. Teachers do a lot of listening.

The first conference will be geared to relating the child's progress in the kindergarten program at his level of development. He is not rated except in relation to his own growth pattern. A conference later in the year must of course give some attention to his total readiness for first grade. Kindergarten teachers can help so much with preparing parents for a "pacing" of reading.

Encourage such questions as "Do the children like him?" "Does he have friends?" As we give precedence to these basic questions that parents are known to want to ask, we encourage an emphasis on social and emotional growth that goes on in later school years.

Written reports on a kindergartener's progress in school are very difficult to prepare and without the teacher's interpretation are quite sterile as a means of guidance. When a teacher can watch the face of the parent (or better yet faces of both parents) as she proceeds with a conference she may say slightly different things than her written statements might have been as she senses the acceptance and degree of understanding in the parent.

The teacher listens as parents talk about their children. The teacher can not be a therapist. She builds confidence as she asks parents' opinions or checks their observations. If the conference does not proceed past one problem in the time allotted, the teacher can rationalize that that was the point on which the time should have been spent. The success of a particular conference cannot really be evaluated immediately, but only as the year progresses and parents give evidence of cooperation and growth in confidence.

CONFERENCE SHEET FOR KINDERGARTEN
FORT COLLINS PUBLIC SCHOOLS

Name ______________________ Age __________ Date ______________

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Weight										
Height										

	October			January			May		
	Almost never	Part of the time	Practically always	Almost never	Part of the time	Practically always	Almost never	Part of the time	Practically always
Health Habits: Does the child									
Keep good posture?									
Have clean face, hands and nails?									
Have clean teeth?									
Use handkerchief and cover cough?									
Keep hands away from face?									
Citizenship Habits:									
Co-operation: Does the child									
Work and play with others harmoniously?									
Recognize the rights and property of others?									
Courtesy and Consideration:									
Does the child									
Pay attention when others are talking and refrain from interrupting?									
Remember "Please," "Thank you," "Excuse me," and "Good morning"?									
Talk and laugh quietly?									

CONFERENCE SHEET FOR KINDERGARTEN

FORT COLLINS PUBLIC SCHOOLS

(Continued)

	October			January			May		
	Almost never	Part of the time	Practically always	Almost never	Part of the time	Practically always	Almost never	Part of the time	Practically always
Ease of Social Adjustment:									
Does the child									
Enjoy articipating in group activity?									
Seek too much attention?									
Readily adjust to a new social situation?									
Is he kind to his playmates?									
Is he dependable?									
Self-Reliance and Self-Control:									
Does the child									
Attend to personal needs without help?									
Refrain from crying over trifles?									
Keep his hands to himself?									
See things to be done?									
Complete what he begins?									
Promptness and Orderliness:									
Does the child									
Respond quickly to direction?									
Keep his own table and chair in order?									
Hang up his own wraps?									
Get things done on time?									

	Oct.		Jan.		May	
ACTIVITIES	No	Yes	No	Yes	No	Yes
Language and Literature: Does the child						
Speak plainly?						
Speak correctly?						
Express himself freely?						
Make satisfactory evidence of growing pleasure in good literature?						
Music: Does the child						
Respond to rhythm?						
Match tones?						
Sing with the group?						
Show some evidence of growing appreciation of good music?						
Art and Handwork: Does the child						
Use correctly: Scissors?						
Paste?						
Crayola?						
Paints?						
Clay?						
Show originality?						
Show growing power in artistic expression?						

The teacher checks this sheet in October and in May. In January she checks with the parents. However, parents are urged to come for conferences at any time they feel the need. Likewise the teacher may ask for a conference at other times also.

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See also General Bibliography

RECORDS IN THE KINDERGARTEN

A few records, reasonably simple to keep, and intelligently used, can be a valuable asset in understanding the child. The teacher, the home, the school, and the community can all benefit by objectively observing and keeping records on the WHOLE child, his physical status, emotional stability, social adjustment, capacities, attitudes, and interests. Records are for use, not for storage.

Many teachers like to use a check sheet or key to guide them in observing children. These observations may serve different purposes.

A. To help teachers understand the child.
B. To provide a basis for reports to parents.
C. To discover and meet special needs.
D. To discover personality and behavior problems.
E. To provide a basis for confidential reports to outside specialists.
F. To guide teachers in planning new experiences for the group or for an individual child.

KEY TO TEACHER'S REPORTS AND CHILD STUDY RECORDS

(All the questions below cannot and should not be answered for each child)

Physical Status

Health

1. Has he grown and put on weight?
2. Susceptibility to colds
3. Muscular cordination
   a. Skip?
   b. Hop?
   c. Carry things without dropping?
   d. Does he fall down often?
   e. Does he use his feet alternately in going up or down stairs?
   f. Can he use a ball?
   g. Can he put on wraps? Rubbers?
   h. Can he button and unbutton?
   i. Can he tie his shoes?
   j. Is he left-handed or right-handed?
   k. Can he use scissors?
   l. Can he use crayons?
   m. Does he use tools with a fair degree of caution?
   n. What other evidence of coordination does he give?
4. Is he hyperactive? Normally active? Lethargic?
5. Is his color good? Are there circles under his eyes?
6. Does he relax?
7. Has he any nervous habits? Bite nails? Pick nose? Stretch lips? Masturbation? Thumb-sucking? Other nervous tendencies?
8. Does he carry himself well? Walk with spring in his step or is he slouchy? Does he shuffle?

Emotional Stability

1. Has the child normal emotional control?
2. Does he play joyously with freedom and abandon?
3. Has he a sense of humor? Does he laugh easily?
4. Does he become silly easily?
5. Can he adapt to disappointments?
6. Is he habitually happy? Contented?
7. Is he easily excited?
8. Has he a kind and sympathetic nature? Or destructive?
9. Does he cry easily? Under what circumstances?
10. Does he exhibit temper? To what degree? Under what circumstances? Can one reason with him at such times?
11. Is he affectionate? Toward whom? Unduly affectionate? Toward whom?
12. Is he sensitive? Self-conscious?
13. Is he sensitive to atmosphere and beauty?

Social Adjustment

1. What is a child's attitude toward other children?
2. Does he play alone? With the group?
3. If alone, does he play near the group?
4. Can he play alone?
5. Can he play in both large and small groups?
6. Does he initiate group activities?
7. Does he organize a group?
8. Can he conform to the group?
9. Does he respond to group rules?
10. Is he a leader? Follower? Intelligent but not aggressive?
11. Has he a courteous manner?
12. Does he respect the rights and property of others?
13. Is he helpful? To whom?
14. Is he domineering?
15. Is he equally interested in both boys and girls?
16. Does he like to share toys?
17. Does he defend himself?
18. Does he take responsibility voluntarily? For playthings which he has used? For playthings which others have used? For wraps? For room?
19. What is his attitude toward adults? Does he solicit attention? Is he dependent on the adult for happiness? Does he desire social approval? Does he object to the adult in any way?
20. Is he a problem in a social situation?
21. What are the child's home conditions?
22. What social experiences has he had outside of school?

Capacities, Attitudes and Interests

A. *General Capacities*

1. What evidence does the child give of concentration? Memory? Imagination? Alertness? Comprehension? Effort? Purpose? Initiative? Perserverance? Reasoning?
2. Does he bring things to school to show that his interest has carried over?
3. Does he have few or many interests?
4. Types of interests? Favorite interests?
5. Interest in materials? What materials does he use indoors? How does he use them? Manipulate? Experiments? Carry? Construct? Construct with a purpose? What apparatus does he use outdoors?
6. Interest in colors? Does he know his colors? Does he show any interest in colors?
7. Number interest: Can he count? How far? Does he know what numbers mean?
8. Interest in beginning of reading and writing? What evidence?
9. Does he know time? Tomorrow? Yesterday? Afternoon? Morning?
10. Does he originate stories? Verses?

11. Is he creative along any lines? Which ones?
12. Does he use his time wisely? Purposeful? Self-reliant? Dependable?
13. Does he ask intelligent questions?
14. Has he any obsessions or abnormal interests?
15. Has he ever had imaginary playmates?

B. *Dramatic Play*

1. What kind of play does he prefer? Dolls? Games? Stories? With the group or alone?
2. Is there freedom and joy in expression?
3. Is there depth of dramatic feeling?
4. Is there originality of idea? Is his play creative? Or imitative?
5. Does he sometimes use materials to meet his needs in dramatic play?
6. Is he an organizer or merely a tolerant participant?
7. What is his contribution to the play?

C. *Art*

1. What media of expression does he use? Crayons? Paints? Finger paints? Paper cutting? Clay?
2. Is he free in expressing himself through these materials?
3. Does his work show wealth of ideas or is it limited?
4. What kind of interest is shown in the work of others?

D. *Music and Rhythm*

1. Is he interested in music and does he enjoy singing?
2. Does he participate in songs?
3. Does he sing spontaneously?
4. Is he aware of tones in music and other sounds about him?
5. Is his voice sweet or harsh?
6. What is his range?
7. Does he create words and tunes?
8. Is he light and free in movement or heavy and awkward?
9. Has he a sense of rhythm? Evidences?
10. Does he show pleasure in rhythmic expression?
11. What evidences has he shown of originality?

E. *Language*

1. Has he any speech impediment?
2. Is he forming good habits in the use of English through encouragement of correct grammatical forms?
3. Does he use pronouns correctly?
4. Is there good enunciation? Baby talk? Incorrect consonants? Stutter? Incorrect pronunciation?
5. Is he sensitive to new words and does he make use of them?
6. Does he play with new words and sounds?
7. What is the quality of his voice? High? Low? Disagreeable? Well placed?
8. Does he enjoy language as a form of communication? Does he confine his conversation to adults?
9. Does he express himself freely in conversation, rhymes, stories, relating his experiences and ideas? When? With the whole group? Or only a few? Or an individual?
10. Is his vocabulary superior? Average? Limited?

The teacher may be required to keep other records which will vary from school system to school system. These might include:

RECORDS FOR SCHOOL USE

Background Information Significant events which have occurred in child's pre-school life such as: Serious illness or accidents to date, hospitalizations, previous school experiences, family illness, unusual emotional reactions, physical or mental limitations, social cultural and economic conditions in the home, members of the family, child in relation to family, and present physical condition of the child.

Cumulative Records These might include: child's birth date, address, father and mother's occupations, physical and dental examinations, records of mental tests given, brief accounts of child's progress, and an account of teacher's report to parents.

RECORDS FOR PARENT USE

These are either written or oral and should convey information which will help the parents to understand their child's development. The oral report has the advantage over the written report because a school-home bond can be better establisher. These records, whether oral or written, might include where the child stands in relation to children of his own age, where he stands in relation to the group, where he stands in relation to his previous growth, where he may be expected to stand in the years to come if he performs up to his capacity.

APPENDIX

FINGER FUN

Suggestions For Using Finger Plays

Finger plays were one of the earliest *doing* methods, and still remain popular with young children. The teacher who uses finger plays should know how to use them. They may serve several helpful teaching purposes:

- to help impress a story or thought previously taught.
- to introduce a story. A group of restless children can often be encouraged to relax and get ready for the story.
- to provide an outlet for stored-up energy.
- to develop a sense of rhythm, and imagination.

In presenting finger plays, the teacher should keep several things in mind:

- use much expression in voice, hands and face.
- pronounce words carefully, and do not use a finger play until it has been committed to memory and the motions are well in mind.
- teach only a few at a time. Learning comes by repetition.
- elaborate finger plays to take in fuller body movements with the children standing and even moving about. They may be set to music.
- let children do the motions individually.

Finger plays may be used at any time the teacher desires. Use them wisely. Use them skillfully. Never use them to the exclusion of classics in children's poetry and literature.

Jack Be Nimble

Jack be nimble,
Jack be quick,
Jack jump over the candle-stick.

Let the forefinger on one hand be Jack. Let the forefinger on the other hand be the candle. As the children repeat the rhyme together, each one makes Jack jump back and forth over the candle stick to the rhythm of the jingle.

See-Saw, Margery Daw

See-Saw, Margery Daw
Jenny shall have a new master;
She shall have but a penny a day
Because she can't work any faster.
Let both hands closed with thumbs sticking up represent two children on a see-saw. As the rhyme is repeated, the arms and hands go up and down alternately.

Little Miss Muffet

Little Miss Muffet
Sat on a tuffet,
Eating of curds and whey;
Along came a spider,
Who sat down beside her,
And frightened Miss Muffet away.

Let one hand closed with the thumb sticking up be Little Miss Muffet on her tuffet. The other hand with fingers spread out may be the spider The spider is held behind the back. The children repeat the rhyme together. Each brings his spider toward Little Miss Muffet with "Along came a spider", and hides Miss Muffet quickly behind his back with the line, "And frightened Miss Muffet away."

Little Jack Horner

Little Jack Horner sat in the corner,
Eating a Christmas pie;
He put in his thumb, and pulled out a plum,
And said, "What a good boy am I."

Let one closed hand be the Christmas pie. Let the other be Jack Horner. Jack sticks his thumb in the pie, and pulls it out again with the line, "He put in his thumb and pulled out a plum."

Hickory, Dickory Dock

Hickory, dickory, dock!
The mouse ran up the clock;
The clock struck one, and down he ran,
Hickory, dickory, dock.

Let the left arm raised over the head be the tall Grandfather Clock. Let the right hand be the mouse. The mouse runs up the clock as the jingle is repeated. Both hands are clapped together once over the head with "The clock struck one,". Then the mouse runs down the clock.

Jack and Jill

Jack and Jill went up the hill
To get a pail of water
Jack fell down and broke his crown,
And Jill came tumbling after.

Let the two hands with thumbs sticking up be Jack and Jill. Move them up higher alternately as the first line is repeated. "With Jack fell down" let the right hand fall to the lap and with "Jill came tumbling after" let the left hand fall to the lap in small circular movements.

Hey Diddle Diddle

Hey Diddle Diddle
The cat and the fiddle.
The cow jumped over the moon
The little dog laughed
To see such sport
And the dish ran away with the spoon.

Play fiddle. Move arm in circle for cow jumping. Clap hands for dog laughing. Move both arms to the right to show running of spoon and dish.

Shoes

Brown shoes
White shoes
Polished just last night shoes
Old shoes
New shoes
Little Goody Two Shoes.

Point to a child as each line is repeated. The teacher has the old shoes.

Here Are

Here are my ears, and here is my nose;
Here are my fingers, and here are my toes;
Here are my eyes, both open wide;
Here is my mouth with my tooth inside,
And my busy tongue that helps me speak,
Here is my chin, and here are my cheeks,
Here are my hands that help my play,
And my feet that run about all day.

Touch each part of the person as names are mentioned.

Engine

Here is an engine
That runs on this track,
It whistles—"toot-toot"
And then it runs back.

Use left arm for track and let the right hand be the engine. Run up and down the arm.

Pussy

Pussy's eyes are big and green
Meow! Pussy cat.
Lap your milk up nice and clean
Meow! Pussy cat.
Pussy cat has sharp, sharp claws
Curled away up in her paws
Stroke her fur and she will purr
Meow! Pussy cat.

Make cat's eyes with thumb and index finger. Shape dish with left palm. Lap milk with index finger of right hand. Stroke right hand with left.

Hands

My hands upon my head I place
On my shoulders,
On my face,
On my knees, and at my side,
Then behind me they will hide.
Then I raise them up so high
Swiftly let my fingers fly.
Quickly count 1, 2, 3,
And see how quiet they can be.

Suit action to the words.

Water

When I run and jump and play
I get thirsty every day.
So I run to the kitchen sink
Turn on the water and get a drink.
One glass, two glasses, three glasses, four.
And when I get thirsty I'll drink some more.

Turn hand as if turning faucet. Drink from right hand shaped for glass.

Baby

This is the way the baby does
Clap, clap, clap.
This is the way the baby does
Peek-a-boo I see you.
This is the way the baby does
Creep, creep, creep.
This is the way the baby does
Sleep, sleep, sleep.

Clap hands with words. Spread fingers over eyes for peeking. Move fingers as if creeping. Lay head on hands to sleep.

Church

Here's the church.
Here's the steeple.
Open the doors
And see the people.

Interlace the fingers of both hands, with fingers down. Shape steeple with forefingers. Turn fingers up for people.

Home

Here are mother's knives and forks.
Here is mother's table.
Here is grandmother's rocking chair
Here is sister's looking glass.
And here is baby's cradle.

Interlace the fingers of both hands with fingers up. Turn hands over, with fingers down. Point forefingers up and rock hands back and forth. Point forefingers and little fingers up and rock sideways.

Ball

A little ball
A larger ball
A great big ball I see
Now let us count the balls we've made
One, two, three

Shape ball one with thumb and index finger. Shape ball two with both thumbs and index fingers. Shape ball three with arms and hands. Count with fingers on last line.

Kittens

Ten little kittens standing in a row,
They bow their heads to the children, so.
They run to the left and they run to the right,
They stand up and stretch with all their might.
Along comes a dog who wants some fun.
Meow! Meow!
Just see those kittens run!

Let the ten fingers be the kittens. Put hands to the back when the kittens run.

The Family

Here is the father,
Here is the mother,
Here is the brother tall,
Here is the sister,
Here is the baby best of all.

Hold up the fingers of the left hand and point to them with the forefinger of the right in consecutive order beginning with the thumb.

The Beehive

Here is the beehive.
Where are the bees?
Hidden away where nobody sees.
Soon they'll come creeping out of the hive.
One, two, three, four, five.

Let the right hand with thumb closed inside be the beehive. Let the fingers be the bees. Lift each finger as it is counted, beginning with the thumb.

The Ant Hill

Once I saw an ant hill
With no ants about
So I said, "Little Ants,
Won't you please come out?"
Then as if they had heard my call,
One, two, three, four, five came out
And that was all.

The right hand with the thumb closed inside is the ant hill. The fingers will be the ants. Lift each finger as it is counted, beginning with the thumb.

This Little Boy

This little boy is going to bed.
Down on the pillow he puts his head.
Wraps himself in the covers tight.
And this is the way he sleeps all night.
Morning comes, he opens his eyes.
Back with a toss the cover flies.
Up, he jumps!
He's off and away.
Ready for work and play all day.

The forefinger of one hand is the little boy. The other hand open with palm up is the bed. The thumb forms the pillow. The forefinger is placed on the thumb. The fingers of the open hand are closed over the forefinger. The closed fingers are opened. Lift the forefinger up. Take away forefinger.

Grandmother's Spectacles

Here are grandmother's spectacles.
Here is grandmother's hat.
And this is the way she folds her hands
And lays them in her lap.

Make circles around the eyes with the thumbs and forefingers. Make the hands come together in a peak on top of the head. Fold the hands. Lay the hands in lap.

Five Little Squirrels

Five little squirrels sitting in a tree.
This little squirrel says, "What do I see?"
This little squirrel says, "I see a gun."
This little squirrel says, "Let us run."
This little squirrel says, I'm not afraid."
This little squirrel says, Let's hide in the shade."
Along came a man with a great big gun.
Bang! See those little squirrels run.

One hand is held over the head with the wrist limp and the fingers spread out. Show each of the squirrels by moving the fingers beginning with thumb, as each line is repeated. Clap the hands once and hide the hand representing the squirrels behind the back.

Tea Party

Here's a cup
And here's a cup
And here's a pot of tea.
Pour a cup
And pour a cup
And here's a drink for me.

Shape cup with right hand and then left. Hold handle of teapot with right hand and pour into cup. Drink tea.

Ten Little Soldiers

Ten little soldiers standing in a row.
They all bow down to the captain so.
They march to the left
They march to the right
They all stand up
Ready to fight
When along comes a man
With a great big gun
Bang!
Just see those soldiers run.

Use fingers for the soldiers and march. Show gun then slap hands for bang. Put both hands behind you when the soldiers run.

Way Up High

Way up high in an apple tree,
Two little apples smiled at me.
I shook that tree as hard as I could.
And down came the apples.
Hum-m-m! Were they good!

Hands above head. Hands form apples—still raised. Shaking motion with hands. Drop hands. Rub tummy.

Rabbit

Can you make a rabbit
With two ears so very long
And let him Hop, Hop, Hop about
On legs so small and strong?
He nibbles, nibbles carrots
For his dinner every day.
As soon as he has had enough
He scampers far away.

Make a rabbit with first two fingers erect on right hand. Walk with arm. Nibble with thumb and forefinger. Place arm in back when scampers away.

Birds

Two tall telegraph poles
Across them a wire is strung
Two little birds hopped on
And swung and swung and swung.

Improvise finger play actions.

Mother Hen and Chickens

Said the first little chicken with a queer little squirm,
"I wish I could find a nice fat worm."
Said the second little chicken with an odd litle shrug,
"I wish I could find a nice fat bug."
Said the third little chicken with a sign of relief,
"I wish I could find a nice green leaf."
Said the fourth little chicken with a faint little moan,
"I wish I could find a nice gravel stone."
Said the fifth little chicken with a queer little squeal,
"I wish I could find some nice yellow meal."
"Now look here," said the mother hen from the green garden patch, "If you want any breakfast, come here and scratch."

The fingers on the left hand may be the five little chickens. Indicate each one by pointing to it with the forefinger of the right hand as the verse is repeated.

Sand Castle

I shovel sand in a pile so big.
I pat it down, then dig, dig, dig
A tunnel to the other side.
I make some windows big and wide.
In the top I poke a stick.
That's the flag. Now that was quick.

Suit action to words.

The Pedal Poem

My tricycle is a trusty friend;
I push and pedal without end
Sometimes fast and sometimes slow,
On my errand we can go.
For mother or a friend next door
I pedal to the grocery store.
Sometimes I pedal, just for fun,
Faster than a child can run.

Suit action to words.

Touch Exercise

I'll touch my hair, my lips, my eyes,
I'll sit up straight and then I'll rise;
I'll touch my eyes, my nose, my chin,
Then quietly sit down again.

Suit action to words.

The Squirrels

These are the brown leaves fluttering down,
And this is the tall tree, bare and brown;
This is the squirrel with eyes so bright,
Hunting for nuts with all his might.
This is the hole where, day by day,
Nut after nut he stores away.
When winter comes with cold and storm,
He'll steep curled up all snug and warm.

Left hand is the tree, right hand the squirrel.

The Milkman

I drive my truck along the street,
Then at a house I stop.
I take the bottles carefully
So not a one I drop.
Then rattle, rattle to the door—
I leave the milk, and then
With "empties" I go to my truck
And drive along again.

Suit action to words.

The Carpenter

The carpenter's hammer goes rap, rap, rap,
And his saw goes see, saw, see;
He planes and measures and hammers and saws
While he builds a house for me.

Suit action to words.

The Helpers

Two little eyes to see nice things to do,
Two little lips to smile the whole day through,
Two little ears to hear what others say,
Two little hands to put our toys away,
A tongue to speak sweet words each day,
A loving heart for work and play,
Two feet that errands gladly run,
Make happy days for every one.

Suit action to words.

Firemen

Ten brave firemen
Sleeping in a row.
Ding goes the bell
Down the pole they go
Jumping on the engine
Oh! Oh! Oh!
Putting the fire out
Sh! Sh! Sh!
Home so slow
Back to bed again
All in a row.

Clap for bell. Steer for Oh! Drive for home. Fold hands and tip head on them for bed.

Turkey

There's a big fat turkey on Grandfather's farm,
Who thinks he's very gay.
He spreads his tail into a great big fan
and struts around all day
You should hear him gobble at the girls and boys
He thinks he's singing when he makes that noise.
He'll sing his song a different way on Thanksgiving day.

Use fist for body, and thumb for head. Spread fingers on other hand for tail. Wiggle tail while strutting. Wiggle thumb for gobble. Make axe of tail hand and chop off head.

Down the Chimney

Down the chimney dear Santa Claus crept,
Into the room where three children slept.
He saw their stockings hung in a row,
He filled them with candy and goodies just so.
Although he counted them — 1, 2, 3
The baby's stocking he could not see.
"Ho, ho," said Santa Claus, "This won't do,"
So he popped her present right into her shoe.

Suit action to words.

Santa Claus

Santa Claus is big and fat
He wears black boots
And a bright red hat
His nose is red
Just like a rose,
And he "ho, ho, ho's"
From his head to his toes.

Suit action to words.

A Christmas Tree Story

Down deep in the forest where trees grow so tall
Stood one little fellow, the smallest of all!
The trees waved their branches and rustled their leaves,
But the smallest of all just stood stiff in the breeze,
When winter winds howled the tall trees were afraid,
And dropped all their leaves till there was no more shade.
The smallest of all just stood brave and grew tall,
And kept his green coat when snow started to fall.
One day laughing children came pulling a sleigh.
They laid him on gently and pulled him away.
They dressed him in tinsel and bright, shiny balls,
In peppermint canes, tiny angels, and dolls.
And on Christmas morning 'twas easy to see—
The smallest of all was the loveliest tree.

Suit action to words.

Little Christmas Tree

I am a little Christmas tree,
I'm standing by the door,
And I'm so full of presents
I can't hold any more.
Here's a ball for Tommy,
A doll for Susan Lee,
Billy has some carpenter tools,
There's a sewing set for Marie.
I'm just a little Christmas tree,
Up here there is a star,
I have many good gifts, too,
Like the Wise-Men from afar.

Improvise finger play actions.

Airplane

The airplane has great big wings
And a propeller that goes round and sings,
Brrrrrrrrrr Brrrrrrrrrr,
It goes up, up, up, up,
And down, down, down,down,down.

Suit action to words.

Baby's Toys

Here's a ball for baby,
Big and soft and round.
Here is baby's hammer,
Oh, how he can pound.
Here is baby's music,
Clapping, clapping so.
Here are baby's soldiers,
Standing in a row.
Here's the baby's trumpet,
Toot toot-toot, toot-toot.
Here's the way the baby plays peek-a-boo.
Here's a big umbrella,
To keep the baby dry.
And here's the baby's cradle,
To rock the baby bye.

Suit action to words.

Magic Box

Here's a box,
Well what's inside?
Put your little hand in,
And see what you can find.

Here's a ball,
So nice and round,
Bounce it once and catch it.
Then put it quickly down.

Here's a doll,
So pretty and sweet,
Rock her in your arms now,
And put her back to sleep.

Here's some clay,
It's red and gray.
Pat it flat and pound it,
And you will have a tray.

Suit action to words.

My Book

This is my book; it will open wide
To show the pictures that are inside.
This is my ball, so big and round,
To toss in the air or roll on the ground.
Here's my umbrella to keep me dry,
When the raindrops fall from the cloudy sky.
This is my kitty; just hear her purr
When I'm gently stroking her soft, warm fur.

Suit action to words.

Sled Riding

I button up good, and I pull on a glove.
I sit on my sled, and I give it a shove.
The snow stings my face and the wind whistles shrill,
As I'm on my sled, flying zip down the hill.

Left hand is the sled, right hand is you.

I'm a Teapot

I'm a little teapot
Short and stout
Here is my handle
Here is my spout
When I get all steamed up
I will shout
Pick me up
And pour me out.

Hand on hip. Other hand straight out. Jump when 'pick me up'. Bend over.

Spring Has Come

"Wake-up," said the little raindrops,
"Wake-up," said the sunbeams, too.
"Spring has come," sang a bird;
Then the little flowers heard,
So they all woke up and grew.

Divide the children into four groups—raindrops, sunbeams, birds and flowers.

GAMES FOR KINDERGARTEN

Foreword

The games here presented are not new, but are selected from lists of favorite games prepared by the kindergarten teachers of Colorado Springs, and from various other sources.

In some instances the games have been simplified to meet the needs and abilities of five-year-old children.

Any suggestions for improved ways of presenting and carrying out any game should be added, and any new game found to be valuable would be a welcome addition to this group.

In the selection of games, there are several items to be considered:

1. The child must want to play the game, It must be suited to the age, development, interest and previous experience of the child.
2. Games should be seasonal, and correlate with the current interests and school activities.
3. Games must be chosen which keep each child interested and provide an active part for his share of the time.
4. Games for young children should be chosen which require little or no equipment and involve no complicated rules. They must be simple enough to allow the fun element to predominate and yet provide a challenge of effort to carry them out.

This selection is by no means exhaustive, nor will it be possible or desirable to use all of them in any one kindergarten.

It is hoped that it will, in a small way, answer the question, "Where can we find games to play in kindergarten?"

Crossing the Brook

Two lines are drawn to represent the width of the brook. The children run and jump over the brook (taking turns or coming when name is called.) Anyone missing and landing in the brook is sent home to change shoes.

Game may be varied by jumping with both feet, hopping, leaping.

Dog and Bone

The dog sits in center of circle with his hands over his eyes and his "bones" (4 balls or small blocks) under his chair. A child chosen by teacher tries to sneak up and take the bones.

If the dog hears him, he points in the direction from which the sound is heard and also gives a "bark". If successful, the child takes the bone to his seat; if unsucessful, he goes back to his seat. Other children are chosen until bones have all been stolen. Children in circle then say, "Poor little doggie." Upon which the dog goes to each child in turn saying "Bow-wow." Child responds "Meow" if he has no bone and "Bow-wow" if he has a bone and gives the bone to the dog. This procedure is followed until all bones are recovered. Another dog is chosen and the game begins again.

Drop the Handkerchief

Children stand in circle. One child runs around the outside of the circle and drops a handkerchief behind a player. The player behind whom it was dropped, picks it up and runs trying to tag the player who dropped the handkerchief before he reaches the place left vacant by the "one" chasing the player. If tagged, he goes into the center or mush pot. The second player then becomes it and the game is repeated.

The Huntsman

One child is the hunter. He stands and says, "Who wants to go hunting with me?" He then chooses six or eight children who fall in line behind the hunter who leads them anywhere within a designated area. They follow and do whatever he does. Suddenly the hunter claps his hands and calls "bang" and all run back to their chairs. The first one back becomes the next hunter.

Bounce and Call

Child stands in center of circle. She tosses ball up, allowing it to come back to floor and bounce, and calls the name of any child in the circle who must attempt to catch the ball on the first or second bounce.

If successful, he may toss the ball. If he fails, the child in the center continues to toss the ball.

To simplify until children have developed skill in tossing a ball, the teacher may be in center and child who is called to catch the ball will toss it back to the teacher and the game begins again.

Cat and Mouse

The "cat" hides. Four or five children are chosen to be mice. They creep up to the cat's hiding place and scratch on the floor. This is the signal for the cat to chase them and they are safe only on reaching their holes (chairs). The mouse tagged becomes the cat, other mice are chosen and the game begins again.

I Saw

A child stands in center of circle and says, "On my way to school I saw ————" and then imitates what he saw.

The one guessing correctly goes into the center and the game is played again from the beginning. If no one guesses, the one in center tells what he was imitating and chooses someone to take his place.

Squirrel and Nut

Children stand in circle with hands behind in form of "cup". The "squirrel" drops the nut (any small article) into the hands of any child. That child tries to catch the squirrel who is safe by reaching the place left vacant by the squirrel.

If caught, he enters the "mush pot" where he remains until another child is caught, and then he takes his place in the circle. The other child becomes the squirrel and game begins again.

Toss Ball

One child or teacher in the center of circle tosses the ball to any child in the circle who in return tosses the ball back to him.

May also be played with no center child, but by ball being tossed across the circle to another child.

Who Has Gone From Our Room

All in their seats in the circle with the child who is "it" closing his eyes while teacher indicates which child shall leave the circle and hide. "It" opens his eyes and guesses who has gone.

If he names the child correctly, that child becomes "it". If he fails to name the child, he closes his eyes; the child returns to the circle and "it" opens his eyes and guesses who returned. The child who left the circle then becomes "it".

Cat and Rat

Children in circle with "cat" outside and "rat" inside. The child outside says "I am the cat," and rat says "I am the rat." Cat, "I'll catch you. Rat, "No, you can't." The cat then chases the rat and the circle assists the rat by letting him in and out of the circle but hindering the cat. When tagged, each child chooses another child to take his place.

I Spy

Children in circle. Three or four children are chosen to leave the room. A small object is hidden in plain sight.

The hunters are called in to hunt for the hidden object. The first child to see the object calls, "I spy" and takes his seat, and the others continue hunting until all have called "I spy". First one to spy, hides the object for next game. Other hunters are chosen and game continues.

Who Is Knocking At My Door?

Children in circle, and child who is "it" sits in a chair, in center of circle, hiding his eves. A child is chosen to go and knock on the floor behind the chair of the child in center and says, "Little Sister (Brother) who is knocking at your door?" The child guesses. Three guesses are allowed. If he guesses correctly, the "knocker" becomes "it". If he cannot guess, he may look and then be "it" again.

Dodge Ball

Children seated in circle. A circle is drawn in center and one, two or three children stand in center circle.

A ball is rolled by any child and the children in center jump to allow ball to roll across without touching their feet.

They must not cross the small center circle line. If a child's foot is touched by the ball, he takes his seat and some other child is chosen in his place.

Exchange Tag

Child who is "it" stands in center of circle. Teacher calls the names of any two children who, upon hearing their names, exchange seats. The one who is "it" tries to get one of the vacant seats. The child who fails to get a chair becomes "it" for the next game.

I Say Stoop

The children stand in circle and the teacher or leader stands in center of circle and gives com mand "I say stoop" of "I say stand." The players follow the command and not the action. "It" may stoop when he says stand or vice versa. Anyone not following the command takes his seat and a new leader is chosen.

Poison Chair

More chairs are placed in the circle than are needed by the children and marked in some way and then they are called poisoned and not used. One child is "it". His seat is marked "poison" also.

"It" calls "change" whereupon all players must change seats. "It" attempts to get a seat. Chairs marked "poison" are not used. Player failing to get a seat becomes "it".

Japanese or Touch Tag

The player who is tagged has to place one hand wherever he was tagged. If tagged on back he places one hand on back as he tries to tag someone else.

Walking Relay

Children in relay formation in two, three or four lines. The first player starts at the given signal and walks to the goal, comes back and touches the next player, who goes to the goal and touches the next player, etc.

This game may be varied by hopping, skipping, or running.

Stoop Skip

All or part of the group may participate. Children skip to music until the music suddenly stops, whereupon the children stoop. Last one to stoop takes his seat. Game goes on and each time one child takes seat until only one is left.

Peter Rabbit and Mr. McGregor

Children seated in circle. Two balls are provided, one named Peter Rabbit and the other Mr. McGregor.

Peter Rabbit is started around circle by being passed from hand to hand, followed directly by Mr. McGregor, who tries to catch Peter Rabbit.

Game ends when Peter safely reaches the hands of the child who started him out, or when Mr. McGregor overtakes him, or if Peter is dropped during the game.

Basket Ball

Children in circle. Wastebasket in center of circle. Children take turns tossing the ball into the basket.

They may toss from a line drawn on floor as well as from their own place in the circle.

Vary by bouncing ball into the basket.

Touch the Ball

Players standing in a circle. One child who is "it" stands inside the circle. A ball is passed from player to player around and across the circle. "It" must try to tag the ball. The child who has the ball when tagged becomes "it".

Block Race

Two chairs are placed at each end of "racetrack." Two blocks are placed on each of the chairs at one end. A child is seated on each of the chairs at the other end.

At word "go" the racers run to get a block from chair facing them, place it on their own chair, run for the other block and place it on their own chair, then run and sit on the chair from which blocks were taken.

Winners choose another child to race with him, or two different children may be chosen to race.

Hot Ball

Players seated in circle. A ball is designated as "hot" and rolled from one child to another. The ball must be hit away and not picked up as it is "hot". If picked up by a child, that child sits in his chair and is out of the game. Three *outs* ends the game.

Circle Ball

Children seated in a circle. A circle is drawn in the center of the group and a ball is placed in the center of the circle.

A child rolls a ball in an attempt to knock the ball from out of the circle. If he succeeds, he gets another turn. If he misses, he gives the ball to another child who takes a turn.

Visiting Ball

Players in a circle on floor. One player calls the name of some child and rolls the ball to him. He in turn calls on another child and rolls the ball to him. Game continues in this way. This game is especially good at beginning of the year to aid children in learning each other's names.

Stepping Stones

Place blocks in a row to represent "stepping stones" across the river. A child "crosses the river" by stepping from one block to the next. If he slips, he is in the river and the teacher "rescues'' him and he goes "home" to change shoes, etc.

Tower Game

Children seated in a circle. Six or eight blocks are placed in various positions in the center of the circle. A child rolls a ball, attempting to knock down a block. If he succeeds that block is put in the center and becomes the first block in the tower. Another child then attempts to knock down a block, which is placed on top of center block. The game proceeds until *all* blocks are on the tower, and a child rolls the ball in an attempt to knock down the tower. The tower is "safe" during construction as no one may hit it until it is completed.

Block Hop and Carry

Place six blocks in two rows about two or three feet apart. A child hops and picks up first block, but does not allow foot to drop, hops and picks up next block and so on.

He tries to pick up all six blocks without dropping his foot.

Color Race

Pin a colored ball or colored piece of paper on one child's back while another child hides his eyes. At signal the second child tries to see the color on the first child's back by running around him The first child tries to prevent his seeing. The players must not touch each other. If he sees the ball or paper, he calls out the color.

Kitty-Kitty

Children seated in a circle. A small box is inverted over some small object (the kitty). A child goes from the room. Another child gets the kitty and hides it in his hands as he sits in his chair. All other children "pretend" they have the kitty in their hands too.

The child re-enters the room and peeps under the "box" calling "Kitty-Kitty". The child who has the kitty says "mew". The other child tries to locate the kitty by the sound.

What Is Gone?

Place objects or colors in a row. One child leaves the room and another child is chosen to take one object or color from the row. The child re-enters the room and guesses what is gone.

This game may also be played by having a child re-arrange the objects and when the child re-enters the room he tries to re-arrange the objects as they were originally.

Witch's Carpet

Children seated in a circle. "Carpets'' large enough for two or three children to stand on are drawn at intervals in the circle. One child is in the center with a broom and is the "witch". Twelve or more children may play at a time. The players move around the circle to music, going over the carpet. If the music stops, children stop wherever they are. If on a carpet, the "old witch" sweeps them off and they are seated. The game continues with new children added to the line of march until all have participated.

Chair Skip

Children stand behind their chairs in circle formation. One child is chosen to skip. He skips around the circle and sits in a chair. The child whose chair he sits in, then skips to another chair. The game is ended when all of the children are in a chair. Then children return to their own chairs.

Skip Tag or Heel Tag

The children are in a circle. One child is chosen as "it". He skips and touches a child in the circle, who skips and tries to tag him before he gets back to his own place.

This game may be played as heel tag with children running on their heels.

Cross Tag

Several crosses are drawn on the floor. The children chosen to play stand on each cross and one child is without a cross. They skip to music which stops suddenly, and the children attempt to stop on a cross. The child without a cross, drops out of the game and another child takes his place. When all have had a turn, and each cross has a child on it, one cross is erased each time until all are eliminated.

Toadie

Children seated in a circle. One child is chosen to be "Toadie" who hops to some seated child and the following dialogue takes place.
Toadie, "Toadie, how are you?"
Child, "I am very well, thank you."
Toadie, "And your neighbor, how is he?"
Child, "You stay here and I'll go and see."
Toadie takes the child's chair and the child becomes the toad and the game proceeds.

Musical Clock

Draw a large clock on the floor with the hours marked in large numbers.

Several children skip around the outside of the clock and stop by a number on the clock and tell the time, i.e. "It is one o'clock," etc. as told by the number where the child stops.

Train

The children are in a circle with their chairs turned to face out. One child is the engine. He starts around the circle. The first child passed joins the engine and the second child passed joins the engine and the next child passed joins the train until all are in the train. At a signal, the "engine" stops when he reaches his own chair and sits. The next child sits in his own chair as he comes to it, etc., until all are seated again.

Cat and Mouse

The players are in a circle. Two children have balls. One child rolls a ball (the mouse) and immediately the other child rolls his ball (the cat) in an attempt to "catch" the mouse. The children to whom the balls roll, take them and proceed with the game.

FOLK GAMES AND SONGS SUITABLE FOR KINDERGARTEN

Our First Music Birchard

I'm Tall, I'm Small	42
London Bridge	9
Did You Ever See A Lassie?	9
Here We Go Round the Mulberry Bush	29
Looby Loo	30
Sally Go Round the Chimney Pot	63
We'll Follow	75
Yankee Doodle	96
Action Song	113
Oats and Beans	152
The Muffin Man	152
The Farmer in the Dell	153
The Garden	296

American Singer, Book I, American Book Co.

Dance, Thumbkin, Dance	99
Round the Village	93
Ten Little Indians	94
Bounce Around	95
The Mulberry Bush	96
Looby Loo	97
The Shoemaker	98
Seven Steps	100
We're Going Home	102
Jing Jang	151
Hey Jim Along, Jim Along Josie	152

The Music Hour, Silver Burdett

The Mulberry Bush	159
London Bridge	160
Round and Round the Village	159
The Muffin Man	158
Did You Ever See A Lassie?	158
Looby Loo	158

The Kindergarten Book, Ginn

Ring Around a Rosy	38
Round and Round A Circle	39
Cat and Mouse	40
Sally Go Round the Stars	39
Round and Round the Village	40
Squirrels and Trees	41
The Farmer in the Dell	43
Frog in the Middle	41
Guessing Game	43

Music For Young Americans, American Book Co.

Go In and Out the Windows	80
Looby Loo	83
Skip to My Lou	88
All Around the Maypole	88
Yankee Doodle	92

Games should be chosen with a definite purpose in mind, as well as for fun. A game may:

- provide opportunity to respond to large muscle movement.
- give opportunity to release tensions through a change from quiet to active or active to quiet movement.
- provide opportunity to respond to music rhythmically.
- develop sensory skills.
- develop a sense of turn taking and fair play.

During the year, the kindergarten group will have experience with games in each of the following catagories:

Imitative (Did You Ever See A Lassie?)
Choosing (Farmer In the Dell)
Dramatic (Round and Round the Village)
Social (London Bridge)
Motor Skill (Toss Ball)
Stunts (Block Hop and Carry)
Competitive (Cat and Rat)
Guessing (Riddles)
Sensory
    Hearing (Dog and the Bone)
    Seeing (What Is Gone)
    Touching (Identify objects in a cloth bag)
    Mental Gymnastics (I Say Stoop)
Games from *Kindergarten Guide,* Colorado Springs Schools

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What Bird Is It? Pistorius, Ann. Follett, 1945. $2.00
What Can You Do With A Shoe? De Regniers, B. S. Harper & Bros., 1955. $2.50
What Do You Want To Be? Seignobose, F. Scribner, 1957. $2.75
What's In The Dark? Memling, Carl. Abelard-Schuman, 1954. $2.50
Wheel On The Chimney, Brown, Margaret W. Lippincott, 1954. $3.00
When Will The World Be Mine, Schlein, Miriam. Scott, William R., 1953. $2.25
White Snow? Bright Snow, Tresselt, Alvin. Lothrop, Lee & hepherd Co., 1956. $2.75
Who Lives In This House? Blough, Glenn Orlandon. Whittlesey, 1955. $2.50
Who's There? Open The Door, Munari, B. World Publishing Co., 1947. $2.00
World Full of Horses, Ipcar, Dahlov. Doubleday, 1955. $2.50

SELECTED FILMS AND FILMSTRIPS
FOR
TEACHERS AND PARENTS

A Day In The Life Of A Five-Year-Old. Bureau of Publications, Teachers College, Columbia U., 525 W. 120th St., New York, 20 min., b&w. Shows children interpreting the world about them and the teacher's role in guiding them through a happy and satisfying day.

A Long Time To Grow, Part II. Film Library, New York U., Washington Square, New York, 35 min., b&w. Shows four-and five-year-old children at work and play.

Design For Growing. U. S. Information Agency, 250 W. 57th St., New York, 33 min., color. Shows the role of the school in developing creativity in children.

Kindergarten And Your Child. Wayne State U., Detroit, 40 fr., b&w, fs. Shows the objectives and the activities of the kindergarten and how parents can help to adjust their child to school.

Social Development. McGraw-Hill Films, 330 W. 42nd St., New York, 16 min., b&w. An analysis of the social behavior of children at various age levels, showing the underlying changes in behavior patterns as the child develops.

The Frustrating Fours And Fascinating Fives. McGraw-Hill Films, 330 W. 42nd St., New York, 22 min., b&w. Shows the development of the child from almost total dependence on adults to vigorous self-assertion and increasing independence.

The Kindergarten Way Is To Learn Each Day. Books That Talk Program, C. R. Peterson, San Diego, Cal., 20 min., color, over 60 fr., fs. Demonstrates the benefits of dramatic play, show-and tell, manipulative activities, educational trips, storytelling, and other kindergarten activities.

Understanding Children's Play. Film Library, New York U., Washington Sq., New York, 10 min., b&w. Shows that adults can guide children more effectively if they understand the nature of play.